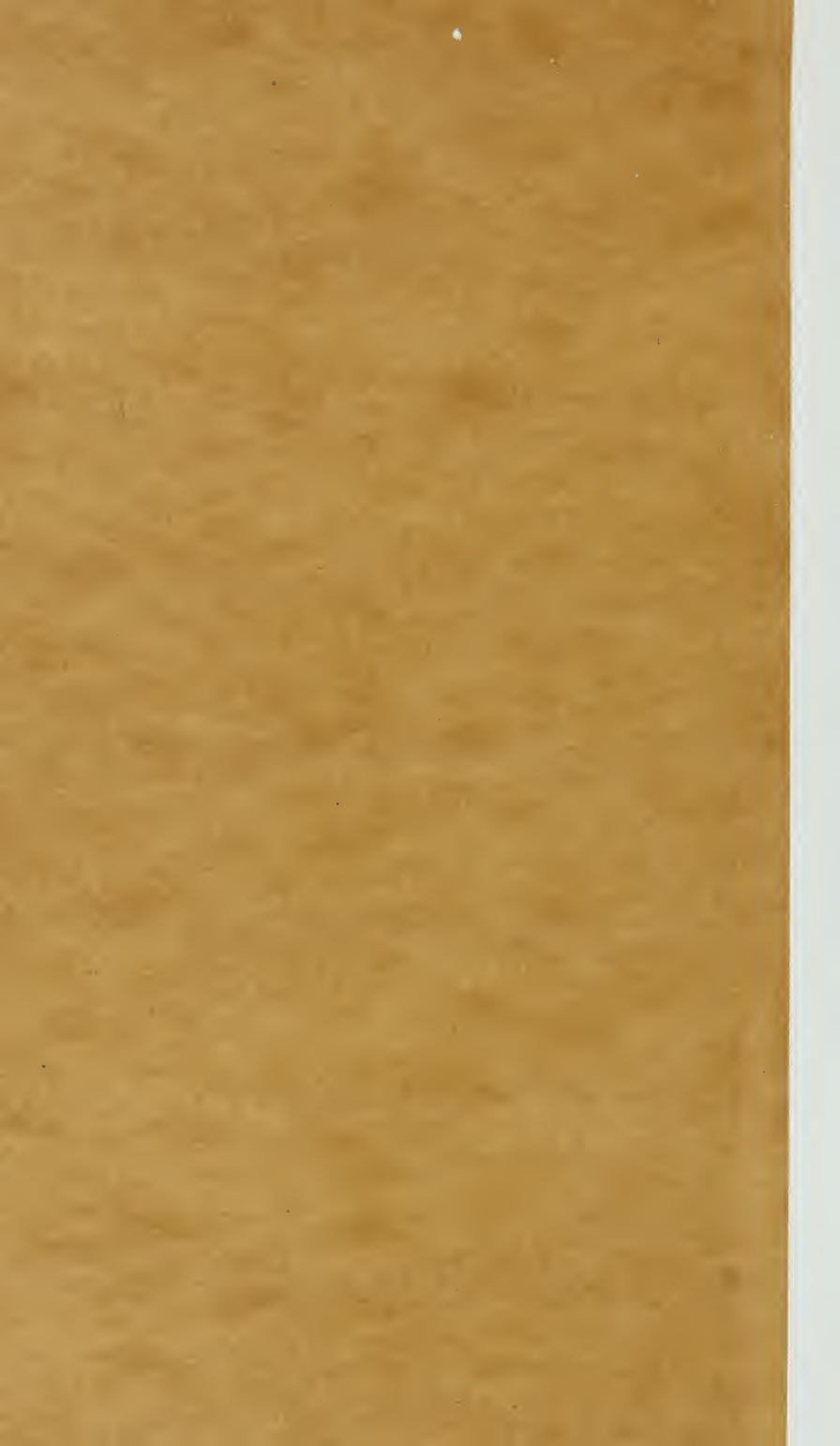



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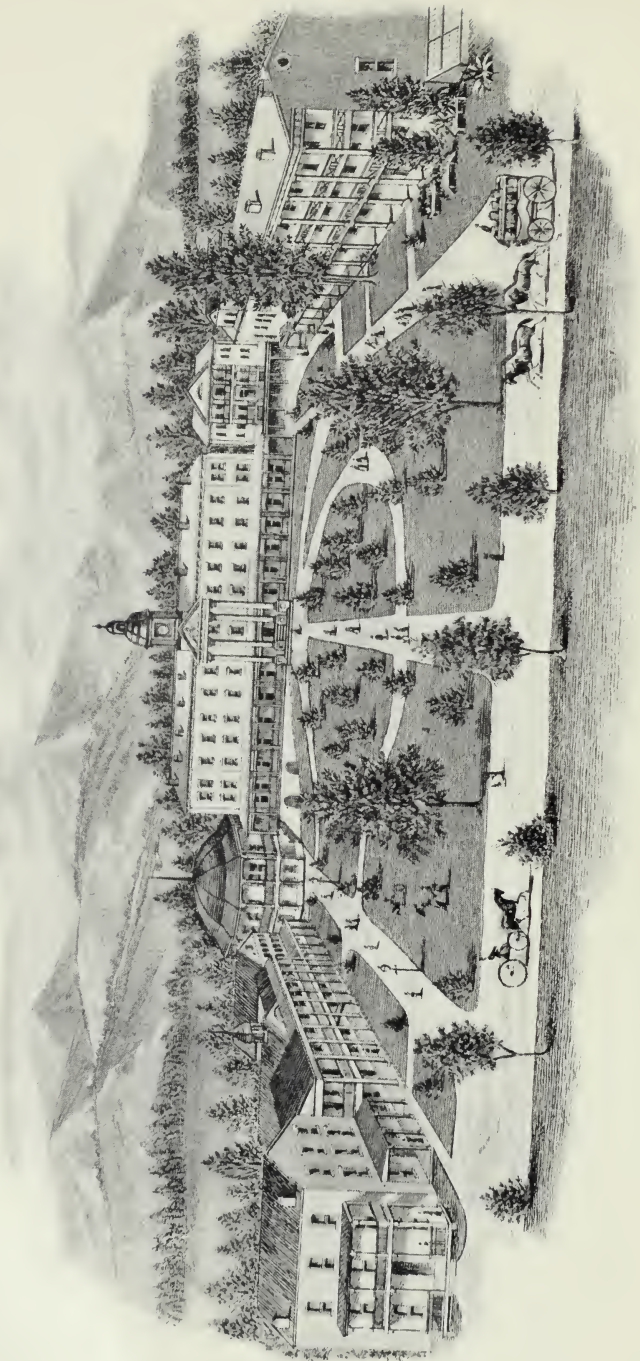
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1899-1900.

Hollins Institute,
Virginia.

ESTABLISHED 1842.



FIFTY-SEVENTH ANNUAL REGISTER

AND

ANNOUNCEMENT

OF

HOLLINS INSTITUTE

VIRGINIA.

SESSION 1899-1900.

ROANOKE, VA. :
The Stone Printing and Manufacturing Company.
1900.

Calendar for Session 1900=1901.

WEDNESDAY, September 19th—Opening Day.

THANKSGIVING DAY—Holiday.

TUESDAY, December 25th, to MONDAY, December 31st—
Christmas Recess.

FEBRUARY 21st (Birthday of Charles L. Cocke)—Holiday.

FRIDAY and MONDAY—Easter Recess.

JUNE 10th to 14th—Commencement.

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Board of Trustees.

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JUDGE W. B. SIMMONS, Vice-President.

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†J. W. COON, Esq., Roanoke, Virginia
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HON. HENRY S. TROUT, Roanoke, Virginia
CAPTAIN JOHN H. WRIGHT, Roanoke, Virginia
REV. J. M. LUCK, Roanoke County, Virginia
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FRANK P. HARMON, Esq., Glenvar, Virginia
A. J. PRESTON, Esq., Botetourt County, Virginia
REV. T. J. SHIPMAN, Roanoke, Virginia

Executive Committee.

JUDGE W. W. MOFFETT, President, *ex officio*.

J. P. SAUL, Esq.

PROF. WILLIAM PLEASANTS.

*Died May 3d, 1900.

†Died June 11th, 1900.

Historical.

This school opened its first session in the spring of 1842, under no distinctive name. It was known as the "School at Botetourt Springs," and was conducted in the interest of both sexes. Subsequently, as it continued to grow in strength and numbers, it was called "The Valley Union Seminary." For ten years it prospered on the original plan, and during that period sent forth many young men who became prominent in business and professional life. It was under the control of a joint stock company. In the year 1851, both departments being filled with pupils, the company determined, from various considerations, the controlling one being inadequacy of accommodations, to suspend the department of males, or transfer it to another locality. The most potent reason for continuing this school for girls exclusively, arose from the fact that there was at that time no chartered institution for girls in all Virginia, city or country—no institution with elaborate and systematic courses of study.

The session 1852-53 opened for girls only, with broad and elevated courses of study. The accommodations were very soon all filled, and since that time the school has continued to prosper. The fact that girls from many parts of Virginia eagerly entered the school and took advanced courses of study, many of them coming from uncultured homes, had a startling effect; for it demonstrated the fact that the people were in advance of their leaders on the question of the higher education for women.

The time had come for the higher education for girls, and that fact having been made palpable by the unlooked-for success of this Institution, numerous Christian schools were soon inaugurated in the State.

This school continuing to overflow with pupils, in 1855 Mr. John Hollins, of Lynchburg, a gentleman of wealth, inspired by his pious wife, Mrs. Anne Hollins, proposed to the

company having charge of the property to place the entire enterprise in the hands of a self-perpetuating Board of Trustees. The company acceded to this proposition, and Mr. Hollins placed at their disposal the sum of five thousand dollars for further improvements. Having performed this noble deed of philanthropy, Mr. Hollins returned to his home and was soon stricken with paralysis, from which attack he never recovered. Mrs. Hollins, however, continued to be the fast and liberal friend of the school. She subsequently made several handsome donations, and would doubtless have heavily endowed it at her death but for the fact that her investments were totally swept away by the results of the war.

Under its new charter, with corporate name of "Hollins Institute," it is empowered to hold funds and property to the amount of three hundred thousand dollars. Extensive and costly improvements have been recently made—wholly, however, by private means—and the school is finely equipped.

Until 1870 the school was sustained by Virginia patronage alone. It did not make itself known (and had no occasion to do so) beyond the limits of the State. Since that time it has drawn pupils from a much larger area; about twenty States are represented each session.

Besides the numerous cultivated characters it has given to society at large, its contributions to the teaching profession have been numerous and most creditable. Its graduates are found in the faculties of many public and Christian schools of various denominations in this and other States. Its representatives also stand on nearly every foreign mission field.

We give on the following pages a list of full graduates, medalists, etc., it has sent forth during the fifty-seven years of its existence.

FULL GRADUATES.

SESSION 1855-'56.	
SUSAN V. WILLIAMS (Mrs. East).....	Virginia.
SESSION 1859-'60.	
ELLEN C. MATHEWS (Mrs. Snyder).....	Virginia.
*SUSAN J. RICHARDS (Mrs. Barnes).....	Virginia.
SESSION 1862-'63.	
KATE A. MILLER (Mrs. Hardy).....	Virginia.
SESSION 1863.	
SALLIE LEWIS COCKE.....	Virginia.
SESSION 1865-'66.	
MARY S. COCKE (Mrs. Hayward).....	Virginia.
F. PAGE ROBINSON.....	Virginia.
SESSION 1866-'67.	
*ROBERTA C. HALL (Mrs. Ayre).....	Virginia.
*NANNIE V. HUDGINS (Mrs. Lightfoot).....	Virginia.
SESSION 1867-'68.	
BETTY A. CHANDLER (Mrs. Snead).....	Virginia.
MARY E. ABELL (Mrs. Peake).....	Virginia.
SESSION 1868-'69.	
JULIET A. MILLER.....	Virginia.
SESSION 1869-'70.	
NANNIE P. ARMISTEAD (Mrs. Crump).....	Virginia.
*ROSA P. COCKE (Mrs. Smith).....	Virginia.
HARRIET L. CAMPBELL.....	Virginia.
EDWINA B. CHANDLER (Mrs. Jones).....	Virginia.
ELIZABETH H. JORDAN (Mrs. Painter).....	Virginia.
MARY M. PLEASANTS.....	Virginia.
SESSION 1872-'73.	
SARAH B. LOOK (Mrs. Dickinson).....	Virginia.
VIRGINIA E. SIMS.....	Virginia.
SESSION 1873-'74.	
BETTIE BONSAK (Mrs. Hillyer).....	Virginia.
MATTY L. COCKE.....	Virginia.
SESSION 1874-'75.	
EVA N. GARNETT (Mrs. Tyler).....	Virginia.
ELLEN H. KENT.....	Virginia.
ANNIE M. PHILLIPS (Mrs. Feagin).....	Alabama.
SESSION 1875-'76.	
BESSIE F. BAGBY (Mrs. Dickinson).....	Virginia.
*ELIZABETH P. SMITH (Mrs. Mellen).....	New York.
SESSION 1876-'77.	
LELIA F. COMER (Mrs. —).....	Virginia.
LUCY R. CHAMBLISS (Mrs. Radford).....	Virginia.
ELLA R. McVEIGH (Mrs. Vann).....	Virginia.
MARY W. RANDALL (Mrs. Manson).....	Texas.
SESSION 1877-'78.	
*MARY C. DICKINSON.....	West Virginia.
*MARY W EDMONDSON (Mrs. Massey).....	Texas.
*ROSA C. TATE (Mrs. Wren).....	Virginia.

SESSION 1878-'79.

CALLIE BRADLEY (Mrs. Ransom).....	Texas.
MARY T. GORDON (Mrs. Briggs).....	Virginia.
SALLY M. SEAGO (Mrs. Calender).....	Georgia.
AGNES C. TERRELL.....	Virginia.

SESSION 1879-'80.

MAY FIELD (Mrs. Whitescarver).....	Virginia.
*E. FRANCES GARY.....	Texas.
BETTY GORDON.....	Virginia.
*EMMA MERTINS (Mrs. Thom).....	Alabama.
MARY V. QUAlFE (Mrs. Bixby).....	Tennessee.
M. LILLIAN WRIGHT (Mrs. Chastain).....	Virginia.
NANNETTE HOPKINS.....	Virginia.

SESSION 1880-'81.

BESSIE BROWN (Mrs. Vass).....	Virginia.
HATTIE B. MAXWELL (Mrs. Ruffner).....	Tennessee.
MARY P. MOSES (Mrs. Bronson).....	Tennessee.
KELSIC B. HUNDLEY.....	Virginia.

SESSION 1881-'82.

NATTIE B. BOWMAN.....	Virginia.
BESSIE COCKE (Mrs. Barbee).....	Virginia.
SUSIE FERGUSON (Mrs. Branch).....	Virginia.
MAGGIE M. FINLEY (Mrs. Griffith).....	Florida.
LEDA KENNERLY.....	South Carolina.
LILLIAN LYLES (Mrs. Bryan).....	Alabama.
MATTY A. MORGAN (Mrs. Miles).....	Virginia.
M. LOUELLA PALMER (Mrs. Ford).....	New York.
*E. FLORINE O'BRIEN (Mrs. Hunden).....	Virginia.

SESSION 1882-'83.

JULIA L. CARNEY (Mrs. Nottingham).....	Virginia.
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SESSION 1883-'84.

MARY C. BAGBY.....	Virginia.
BLANCHE DUNLAP.....	Virginia.
VIRGINIA L. EDWARDS (Mrs. Abrams).....	South Carolina.
BLANCHE GOODMAN (Mrs. Brazzleton).....	Virginia.
BLANCHE A. NORTHAM (Mrs. Wyatt).....	Virginia.
MARGARET U. QUINBY (Mrs. Franklin).....	Virginia.
FANNY EASLEY RAGLAND (Mrs. Slate).....	Virginia.

SESSION 1884-'85.

PASCHAL B. HALL.....	Virginia.
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SESSION 1885-'86.

BETTIE H. BAILEY (Mrs. Burt).....	Virginia.
MARY E. JONES (Mrs. Scrimgeour).....	Texas.
MINNIE JEFFRIES.....	Virginia.
BESSIE P. MILLER (Mrs. Thom).....	Maryland.
RE LEWIS SMITH (Mrs. Wilmer).....	Pennsylvania.
VIRGINIA STRICKLER (Mrs. Milbourne).....	Virginia.

SESSION 1886-'87.

V. MAY BAGBY (Mrs. Rudd).....	Virginia.
CORRINNE A. BUSH (Mrs. Cook).....	Mississippi.
NELLIE T. DICKINSON.....	Virginia.
LUCY C. DUNNAWAY (Mrs. Ninde).....	Virginia.
LILLIAN B. FRANKLIN.....	Virginia.
ORA R. GRAVES.....	Virginia.
CHERTSEY HOPKINS.....	Virginia.
E. LILIAN PETERS.....	Virginia.

SESSION 1887-'88.

THALIA HAYWARD.....	Louisiana.
EDNA MOFFETT.....	Virginia.

SESSION 1888-'89.

ELIZABETH P. CLEVELAND.....	Virginia.
IRENE C. GOODMAN (Mrs. Brown).....	Virginia.
LILLIE G. GRANDY.....	North Carolina.
EUNICE C. MILLER (Mrs. Lockwood).....	Mississippi.
ANNIE M. OLCOTT.....	Virginia.
JANEY P. STEEL.....	Virginia.

SESSION 1889-'90.

*CARRIE F. CHRISTIAN.....	Virginia.
MOLLIE M. TURNLEY (Mrs. Dolly).....	Virginia.
BETTIE S. WISE.....	Virginia.

SESSION 1890-'91.

MAY B. BASKERVILLE.....	Virginia.
ELIZABETH A. CRAIG (Mrs. Wiggs).....	Arkansas.
LENA M. FRAZER.....	Virginia.
SUSIE Q. HUNDLEY (Mrs. McCoy).....	Virginia.
ROSA B. HURT (Mrs. Barton).....	Virginia.
LEILA M. TURNER (Mrs. Rath).....	Virginia.
NETTIE M. WYSOR.....	Virginia.

SESSION 1891-'92.

ELIZABETH C. ANDERSON.....	North Carolina.
MARY M. DANIEL (Mrs. Scott).....	Virginia.
LILLIAN M. MARTIN.....	Virginia.
MARY M. SNEAD.....	Virginia.

SESSION 1892-'93.

LOTTIE M. KING.....	North Carolina.
JULIA PILCHER.....	Virginia.
ELIZABETH LEROY PURYEAR.....	Virginia.

SESSION 1893-'94.

ISABELLE HUNTER GOSS.....	Virginia.
M. ELIZABETH JONES (Mrs. Whitehead).....	Virginia.
LILLIE A. JONES.....	Virginia.
LUCY M. JONES (Mrs. Lankford).....	Virginia.
MARY LAMAR TURPIN.....	Virginia.

SESSION 1894-'95.

LOUELLA DOROTHEA GARY.....	Florida.
SADIE CASON HANDY.....	Louisiana.
ANNIE B. JOHNSON.....	Virginia.
ROBERTA CECIL MILLER.....	Virginia.
KATHARINE GRAVES WHITEHEAD.....	Virginia.

SESSION 1895-'96.

No applicant.

SESSION 1896-'97.

SIBYL PORTIA DILLARD.....	Virginia.
KATELOU NEEL.....	South Carolina.
MARY WILLIAMSON.....	Virginia.

SESSION 1897-'98.

FLORENCE WALL KIRVEN.....	Georgia.
ELIZABETH CHARLES HARMON.....	Virginia.

SESSION 1898-'99.

MARY SUSAN DEW.....	Virginia.
MAUDE DARGAN FORRESTER.....	South Carolina.

SESSION 1899-1900.

ELLA S. FURMAN.....	Texas.
ELIZA A. GEORGE.....	Virginia.

GRADUATES IN SPECIAL COURSES.

SESSION 1879-'80.

Literary Course.

BESSIE C. ANDERSON (Mrs. Millet).....Texas.

SESSION 1880-'81.

Classical Course.

BETTIE C. JOHNSON (Mrs. Wright).....Virginia.

EOLINE SHEFFIELD (Mrs. Stoddard).....Virginia.

Scientific Course.

M. LOUELLA PALMER (Mrs. Ford).....New York.

Literary Course.

NANNIE DAVIDSON (Mrs. Wolff).....Maryland.

SESSION 1881-'82.

Classical Course.

*KATE R. FOX.....Virginia.

Literary Course.

MARY NOEL ESTES.....Tennessee.

SESSION 1882-'83.

Classical Course.

SALLY B. EASLEY (Mrs. Roller).....Virginia.

MAGGIE M. WILLIAMS.....Virginia.

SESSION 1883-'84.

Classical Course.

BETTY H. BAILEY (Mrs. Burt).....Virginia.

*A. HAY BATTLE (Mrs. Harmonson).....Virginia.

ANNIE E. CREW (Mrs. Simons).....Virginia.

RE LEWIS SMITH (Mrs. Wilmer).....Pennsylvania.

MARY C. WALKER (Mrs. Leach).....Virginia.

Literary Course.

ELLA M. BALLARD (Mrs. Corr).....Virginia.

MARY C. CABELL.....Virginia.

AGNES M. HARRISON.....Virginia.

Scientific Course.

MARY E. EDWARDS.....South Carolina.

SESSION 1884-'85.

Classical Course.

EURA L. PARRISH (Mrs. Gray).....Virginia.

VIRGINIA STRICKLER (Mrs. Milbourne).....Virginia.

Literary Course.

*IDA B. GIBSON (Mrs. Hundley).....Virginia.

Scientific Course.

AGNES L. GRIMSLEY.....Virginia.

MINNIE BOOTON.....Georgia.

SESSION 1885-'86.

Classical Course.

NELLIE T. DICKINSON.....	Virginia.
MARION DURHAM.....	South Carolina.
NANNIE E. EARLE (Mrs. Bomar).....	South Carolina.
MATTY A. GOODE.....	Virginia.
ORA GRAVES.....	Virginia.
LILIAN PETERS.....	Virginia.

Literary Course.

M. WALTER CLAGETT.....	Maryland.
OLIVE DIBERT.....	South Carolina.

SESSION 1886-'87.

Classical Course.

ELLEN Z. BATTAILE (Mrs. Hiden).....	Virginia.
BETTIE P. CLEVELAND.....	Virginia.

Literary Course.

SAM G. ADAMS (Mrs. Tait).....	Virginia.
MARY McMICKING.....	Virginia.

Scientific Course.

IDA MAY MASON (Mrs. Clarkson).....	Texas.
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SESSION 1887-'88.

Literary Course.

ELIZABETH U. QUINBY (Mrs. Smith).....	Virginia.
MARY P. ROOT (Mrs. Kirkland).....	Texas.

Classical Course.

JANEY P. STEEL.....	Virginia.
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SESSION 1888-'89.

Classical Course.

MARY M. EARLE.....	South Carolina.
LEILA M. TURNER (Mrs. Rath).....	Virginia.
MOLLIE M. TURNLEY (Mrs. Dolly).....	Virginia.
BETTIE S. WISE	Virginia.

Literary Course.

ANNA HEYE.....	Texas.
LULU PITTS.....	South Carolina.

Scientific Course.

ROSA BELL HURT (Mrs. Barton).....	Virginia.
*CARRIE F. CHRISTIAN.....	Virginia.
P. MAY ELLISTON.....	Kentucky.

SESSION 1889-'90.

Classical Course.

BESSIE C. ANDERSON.....	North Carolina.
LENA M. FRAZER.....	Virginia.
SUSIE Q. HUNDLEY (Mrs. McCoy).....	Virginia.
M. WILLIS JACKSON.....	Virginia.
A. OTIS JONES (Mrs. Bird).....	Texas.
MAMIE STEVENS.....	Maryland.

Scientific Course.

ELIZABETH A. CRAIG (Mrs. Wiggs).....	Arkansas.
MARGUERITE HAMPTON (Mrs. Brugh).....	Tennessee.

Literary Course.

MAY B. BASKERVILLE.....	Virginia.
BESSIE BUXTON (Mrs. Shaw).....	North Carolina.
REBECCA HUDGINS.....	Virginia.

SESSION 1890-'91.

Classical Course.

LUCIE JONES (Mrs Lankford).....	Virginia.
CLARA POWERS.....	Virginia.
MARY BYRD SCOTT.....	Virginia.
MARY M. SNEAD.....	Virginia.
BETTIE M. WILLCOX.....	Virginia.

Scientific Course.

LILLIAN M. MARTIN.....	Virginia.
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Philosophical Course.

M. ELIZABETH McNEAL.....	Colorado.
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Literary Course.

MARY M. DANIEL (Mrs. Scott).....	Virginia.
SADIE McCOMB (Mrs. Ingram).....	Virginia.
LENA MYERS (Mrs. Stratton).....	Virginia.

SESSION 1891-'92.

Classical Course.

MARY IMOGEN COLEMAN.....	Virginia.
MARY BROWNING GRIMSLEY (Mrs. Barbour).....	Virginia.
JANET MAXWELL HARRIS (Mrs Gaines).....	Virginia.
LOTTIE MARY KING.....	North Carolina.
MARY ELISE MAULDIN (Mrs. Paget).....	South Carolina.
JULIA PILCHER.....	Virginia.
ELIZABETH LE ROY PURYEAR.....	Virginia.

Literary Course.

*WORTLEY SCOTT EMBREY.....	Louisiana.
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SESSION 1892-'93.

Classical Course.

TILLIE ALEXANDER.....	Pennsylvania.
LILLIAN ALICE JONES.....	Virginia.
ANNIE MALONE.....	Florida.

Literary Course.

EDNA ELIZABETH HARRIS.....	Virginia.
MARY LAMAR TURPIN.....	Virginia.
EARLE ROY WEAVER.....	Virginia.

SESSION 1893-'94.

Classical Course.

RUBY BUXTON.....	North Carolina.
CORA DILLARD.....	Virginia.
LOUELLA V. GARY.....	Florida.
SADIE G. GOSS.....	Virginia.
LOUISE D. HARDESTY.....	Virginia.
CARRIE B. TAYLOR (Mrs. Carver).....	Tennessee.
KATE G. WHITEHEAD.....	Virginia.
GENEVIEVE B. WILLIS.....	Virginia.

Scientific Course.

IRENE GARNETT.....	Virginia.
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Philosophical Course.

LEONA FISCHER.....	Louisiana.
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Literary Course.

F. MAY EMBREY (Mrs. Rowlett).....	Virginia.
ELIZABETH JONES (Mrs. Falvy).....	Maryland.
BERTA C. MILLER.....	Virginia.
NELLIE V. WILLIS.....	Virginia.

SESSION 1894-'95.

Classical Degree.

BELLE BIDGOOD.....	Virginia.
MARY M. WHALEY.....	Virginia.
MARY LYNE WILSON.....	Virginia.
MAY PAXTON.....	Alabama.
BLANCHE HINTON.....	West Virginia.

Scientific Degree.

MARY BELLE DUNBAR (Mrs. Carter).....	Texas.
FRANCES K. HOUSER.....	Nebraska.
ROSA BELLE SNYDER.....	Georgia.
MARY WILLIAMSON.....	Virginia.

Literary Degree.

ELIZA A. GEORGE.....	Virginia.
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SESSION 1895-'96.

Classical Degree.

HARRIET A. BATTAILE.....	Virginia.
SIBYL PORTIA DILLARD.....	Virginia.
LILLIAN CLINT GANO.....	Texas.
DAISY EVELYN KING.....	North Carolina.
ELIZABETH CHARLES HARMON.....	Virginia.
MYRTLE AYRES SPINDLE.....	Virginia.

Eclectic Degree.

EDNA LOUISE DUNCAN.....	West Virginia.
BLANCHE FUQUE.....	Indiana.
FRANCES E. LONG.....	West Virginia.

Literary Degree.

JESSIE LEAKE PETERS.....	Virginia.
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SESSION 1896-'97.

Classical Degree.

LUCY CLIFTON BIGGS.....	Virginia.
BESSIE KENDRICK PEYTON.....	Virginia.
LUCY GREEN TURNER (Mrs. Browning).....	Virginia.

Scientific Degree.

MARGARET WOODRUFF KNIGHT.....	Texas.
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SESSION 1897-'98.

Classical Degree.

ROSA PLEASANTS COCKE.....	Virginia.
MARIA CALHOUN EATON.....	Kentucky.

Literary Degree.

MARY SUSAN DEW.....	Virginia.
SARAH BRICE DUNNINGTON.....	Virginia.
NONA DEVOR.....	Texas.
MAUDE DARGON FORRESTER.....	South Carolina.

Eclectic Degree.

FRANCES ELIZABETH CARTER.....	Virginia.
ELLA DAGLEY.....	Indiana.
OTELJA LEE GAY.....	Virginia.
MAUDE TROTTER.....	Mississippi.

SESSION 1898-'99.

Classical Degree.

LOUISE WARD.....	South Carolina.
NANCY BROADUS POOL.....	South Carolina.
TINIE KIE.....	Virginia.

Literary Degree.

MARY STAIGE WOODFIN..... Virginia.

Eclectic Degree.

MINNIE T. FREEMAN..... Tennessee.

ELIZABETH B. GRIMSLEY..... Virginia.

IMOGEN HICKS..... Texas.

MARY CATHERINE KUSIAN..... Virginia.

MAUDE MARGARET JOHNSON..... Missouri.

SESSION 1899-1900.

Eclectic Degree.

ELLIE MARCUS..... Virginia.

ANNA TROTTER..... Mississippi.

Classical Degree.

SARAH COKER..... South Carolina.

ETHEL DILLARD..... Virginia.

ANNIE LAMKIN..... Virginia.

LILLIAN NELSON..... Virginia.

ROSA WINSTEAD..... North Carolina.

Literary Degree.

MARY C. KUSIAN..... Virginia.

MARY SHELL..... Virginia.

FLORA WEBSTER..... Texas.

CORAL WRIGHT..... Virginia.

Besides the above, hundreds of girls have secured one, two, or three department diplomas.

* Dead.

MEDALISTS.

(Medals were introduced Session 1871-'72.)

SESSION 1871-'72.

SCHOLARSHIP: SALLIE A. TURPIN (Mrs. St. John)..... Virginia.
 ENGLISH COMPOSITION: NANNIE L. WYATT (Mrs. Hundley).. Georgia.
 INSTRUMENTAL MUSIC: JENNIE BURKS (Mrs. Williams)..... Virginia.

SESSION 1872-'73.

SCHOLARSHIP: ANNIE M. PHILLIPS (Mrs. Feagin)..... Alabama.
 ENGLISH COMPOSITION: FANNIE E. SCOTT (Mrs. Bagby)..... Virginia.
 INSTRUMENTAL MUSIC: NANNIE L. WYATT (Mrs. Hundley).. Georgia.
 VOCAL MUSIC: EVA N. GARNETT (Mrs. Tyler)..... Virginia.

SESSION 1873-'74.

SCHOLARSHIP: BETTIE BONSAK (Mrs. Hillyer)..... Virginia.
 ENGLISH COMPOSITION: { ANNIE M. PHILLIPS (Mrs. Feagin) Alabama.
 { KATE L. BARBEE (Mrs. —)..... West Virginia.
 INSTRUMENTAL MUSIC: KATE W. WOOLSEY (Mrs. —)..... New Jersey.
 VOCAL MUSIC: ANNIE M. PHILLIPS (Mrs. Feagin)..... Alabama.
 READING: ANNIE M. PHILLIPS (Mrs. Feagin)..... Alabama.

SESSION 1874-'75.

SCHOLARSHIP: BESSIE F. BAGBY (Mrs. Dickinson)..... Virginia
 ENGLISH COMPOSITION: ELIZABETH P. SMITH* Mrs. Mellen).. New York.
 MUSIC (instrumental): JESSIE H. CLEVELAND (Mrs. Washington). Texas.

SESSION 1875-'76.

SCHOLARSHIP: LILLIAN ELSOM (Mrs. Harrison)..... Virginia.
 INSTRUMENTAL MUSIC: M. LOULA HECK (Mrs. Pace)..... North Carolina.
 VOCAL MUSIC: MAUDE EDMUNDSON (Mrs. Bannister)..... Tennessee.

SESSION 1876-'77.

SCHOLARSHIP: ELLA R. McVEIGH (Mrs. Vann)..... Virginia.
 INSTRUMENTAL MUSIC: MARY W. RANDALL (Mrs. Manson).. Texas.
 VOCAL MUSIC: M. LOULA HECK (Mrs. Pace)..... North Carolina.

SESSION 1877-'78.

SCHOLARSHIP: E. FRANCIS GARY*..... Texas.
 ENGLISH COMPOSITION: MARIAN S. BAYNE..... District of Columbia
 INSTRUMENTAL MUSIC: CALLIE BRADLEY (Mrs. Ransom)... Texas.
 VOCAL MUSIC: CALLIE BRADLEY (Mrs. Ransom)..... Texas.

SESSION 1878-'79.

SCHOLARSHIP: EMMA A. MERTINS (Mrs. Thom)..... Alabama.
 ENGLISH COMPOSITION: LIZZIE MERIWETHER (Mrs. Gilmer). Tennessee.
 INSTRUMENTAL MUSIC: E. FRANCES GARY*..... Texas.
 VOCAL MUSIC: MARY T. GORDON (Mrs. Briggs)..... Virginia.

SESSION 1879-'80.

SCHOLARSHIP: MAY FIELD (Mrs. Whitescarver)..... Virginia.
 ENGLISH COMPOSITION: EMMA MERTINS* (Mrs. Thom)..... Alabama.
 INSTRUMENTAL MUSIC: GEORGIA SNEAD (Mrs. Bashaw)..... Virginia.
 VOCAL MUSIC: BESSIE C. ANDERSON* (Mrs. Millett)..... Texas.
 READING: MARY P. MOSES (Mrs. Bronson)..... Tennessee.

SESSION 1880-'81.

SCHOLARSHIP: NATTIE B. BOWMAN.....Virginia.
 ENGLISH COMPOSITION: E. FLORINE O'BRIEN* (Mrs. Hunden). Virginia.
 INSTRUMENTAL MUSIC: LEDA KENNERLY.....South Carolina.
 VOCAL MUSIC: { MARY McMILLAN (Mrs. Henegar).....Tennessee.
 { MARION THOMAS (Mrs. Garnett).....Texas.
 READING: ANNA P. CHAMBLISS (Mrs. Caperton).....South Carolina

SESSION 1881-'82.

SCHOLARSHIP: LILLIAN LYLES (Mrs. Bryan).....Alabama.
 ENGLISH COMPOSITION: NATTIE B. BOWMAN.....Virginia.

SESSION 1882-'83.

SCHOLARSHIP: HATTIE C. LYLES (Mrs. Taylor).....Alabama.
 INSTRUMENTAL MUSIC: LILLIAN LYLES (Mrs. Bryan).....Alabama.
 VOCAL MUSIC: BESSIE COCKE (Mrs. Barbee).....Virginia.

SESSION 1883-'84.

SCHOLARSHIP: { MARY C. BAGBY.....Virginia.
 { A. HAY BATTLE (Mrs. Harmonson)*.....Virginia.
 { MARY C. CABELL.....Virginia.
 ENGLISH COMPOSITION: FANNY E. RAGLAND (Mrs. Slate)...Virginia.
 INSTRUMENTAL MUSIC: LEONORA WALMSLEY (Mrs. Shieb)...Virginia.
 VOCAL MUSIC: ELLA M. BALLARD (Mrs. Corr).....Virginia.
 READING: KATE A. ROBERTS (Mrs. Madden).....Tennessee.

SESSION 1884-'85.

SCHOLARSHIP: BESSIE P. MILLER (Mrs. Thom).....Maryland.
 ENG. COMPOSITION: VIRGINIA STRICKLER (Mrs. Milbourne)..Maryland.
 INSTRUMENTAL MUSIC: LUCY T. SPILLMAN (Mrs. Triplett)..Virginia.
 VOCAL MUSIC: NINA W. COUSINS (Mrs. Latham).....Texas.
 READING: JASSAMINE IRVINE.....Louisiana.

SESSION 1885-'86.

SCHOLARSHIP: RE LEWIS SMITH (Mrs. Wilmer).....Pennsylvania.
 ENGLISH COMPOSITION: { BESSIE P. MILLER (Mrs. Thom)...Maryland.
 { RE LEWIS SMITH (Mrs. Wilmer)...Pennsylvania.
 INSTRUMENTAL MUSIC: BESSIE P. MILLER (Mrs. Thom)....Maryland.
 VOCAL MUSIC: { NANNIE E. EARLE (Mrs. Bomar).....South Carolina.
 { JESSIE WOFFORD (Mrs. Rathbone).....Texas.

SESSION 1886-'87.

SCHOLARSHIP: BETTIE P. CLEVELAND.....Virginia.
 ENGLISH COMPOSITION: E. LILLIAN PETERS.....Virginia.
 INSTRUMENTAL MUSIC: EUNICE C. MILLER (Mrs. Lockwood).Mississippi.
 READING: MARY P. ROOT (Mrs. Kirkland).....Texas.

SESSION 1887-'88.

SCHOLARSHIP: ELIZABETH U. QUINBY (Mrs. Smith).....Virginia.
 ENGLISH COMPOSITION: ELIZABETH U. QUINBY (Mrs. Smith). Virginia.
 INSTRUMENTAL MUSIC: { IMOGEN M. AVIS (Mrs. Tatum)....Virginia.
 { MARY E. NUNN.....Texas.
 VOCAL MUSIC: { THALIA HAYWARD.....Louisiana.
 { LALA B. TERRELL (Mrs. McDavitt).....Mississippi.

SESSION 1888-'89.

SCHOLARSHIP: SUSIE Q. HUNDLEY (Mrs. McCoy).....Virginia.
 ENGLISH COMPOSITION: ANNIE M. OLCOTT.....Virginia.
 INSTRUMENTAL MUSIC: MARY M. LEE (Mrs. Jennings).....Virginia.

SESSION 1889-'90.

SCHOLARSHIP: LEILA M. TURNER (Mrs. Rath).....Virginia.
 ENGLISH COMPOSITION: LEILA M. TURNER (Mrs. Rath)....Virginia.
 INSTRUMENTAL MUSIC: LENA M. FRAZER.....Virginia.
 ELOCUTION: { JESSICA L. COLEMAN (Mrs. Romain).....Louisiana.
 { NELLIE GARRETT.....Texas.

SESSION 1890-'91.

SCHOLARSHIP: LILLIAN M. MARTIN.....Virginia.
 INSTRUMENTAL MUSIC: CARRIE K. JONES.....North Carolina.
 VOCAL MUSIC: SALLIE KNIGHT.....South Carolina.
 ELOCUTION: L. MAY DUNN (Mrs. Halsell).....Texas.

SESSION 1891-'92.

SCHOLARSHIP: LOTTIE M. KING.....North Carolina
 ENGLISH COMPOSITION: MARY B. GRIMSLEY (Mrs. Barbour).Virginia.
 INSTRUMENTAL MUSIC: JENNIE LOUISE HURLBUTT.....Mississippi.
 VOCAL MUSIC: MATTIE B. WOOD.....Florida.
 ELOCUTION: M. ELISE MAULDIN (Mrs. Paget).....South Carolina.

SESSION 1892-'93.

SCHOLARSHIP: ELIZABETH L. PURYEAR.....Virginia.
 ENGLISH COMPOSITION: ELIZABETH L. PURYEAR.....Virginia.
 INSTRUMENTAL MUSIC: BERTHA A. FREEMAN (Mrs. Lewis)..Texas.
 VOCAL MUSIC: LENA LOUISE FLETCHER.....Virginia.
 ELOCUTION: REBA CALLAWAY (Mrs. Hulen).....Texas.

SESSION 1893-'94.

SCHOLARSHIP: M. ELIZABETH JONES (Mrs. Whitehead).....Virginia.
 ENG. COMPOSITION: M. ELIZABETH JONES (Mrs. Whitehead)..Virginia.
 PIANO MUSIC: LILY FORD SNEAD.....Virginia.
 VOCAL MUSIC: No award.
 ELOCUTION: No award.

SESSION 1894-'95.

SCHOLARSHIP: KATHARINE GRAVES WHITEHEAD.....Virginia.
 ENGLISH COMPOSITION: MARY WILLIAMSON.....Virginia.
 PIANO: OLA PARK.....Texas.
 VOICE: MARY ASHLEY BELL.....Virginia.
 ELOCUTION: MARY MUMFORD WHALEY.....Virginia.

SESSION 1895-'96.

SCHOLARSHIP: HARRIET A. BATTLE.....Virginia.
 ENGLISH COMPOSITION: MYRTLE AYRES SPINDLE.....Virginia.
 PIANO: FRANCES K. HOUSER.....Nebraska.
 VOICE: ANNIE MOOMAW.....Virginia.
 ELOCUTION: MAUDE VIRGILIA WALKER.....South Carolina.

SESSION 1896-'97.

SCHOLARSHIP: LUCY GREEN TURNER (Mrs. Browning).....Virginia.
 ENGLISH COMPOSITION: SARAH B. DUNNINGTON.....Virginia.
 PIANO: No award.
 VOICE: No award.
 ELOCUTION: MAY CLENDENIN.....Texas.

SESSION 1897-'98.

SCHOLARSHIP: SARAH B. DUNNINGTON.....Virginia.
 ENGLISH COMPOSITION: MARY KELLER.....Tennessee.
 PIANO: { BETTIE H. WILSON.....Virginia.
 { EULA P. JAMAR (Mrs. Ellison).....Virginia.
 VOICE: ETHELYN MILLS.....Texas.
 ELOCUTION: No award.

SESSION 1898-'99.

SCHOLARSHIP: ELLA S. FURMAN.....Texas.
 ENGLISH COMPOSITION: LOUISE WARD.....South Carolina.
 PIANO: NINA ESTHER BLOCK.....Arkansas.
 VOICE: No award.
 ELOCUTION: No award.

SESSION 1899-1900.

SCHOLARSHIP: SARAH COKER.....South Carolina.
 ENGLISH COMPOSITION: ELLA S. FURMAN.....Texas.
 PIANO: MABEL SIMS.....Virginia.
 VOICE: No award.
 ELOCUTION: AIMEE REED.....Mississippi.

Change of Charter and Organization.

At the regular annual meeting of the Trustees, held on June 2d, 1900, the Superintendent reported that the session (fifty-seventh) then about to close, was, all things considered, the most prosperous in the history of the School. He urged, as he had repeatedly done for years, the necessity of expansion and advance; that the premises were not adequate to meet the pressure from without, nor for affording the facilities demanded in a first-class school for young ladies in the present conditions and demands of society. The Board, after due deliberation, determined to reorganize the corporate organization under which the School has been conducted from its origin and by unanimous vote, a full Board being present, passed the following resolution:

“That the President and Secretary of the Board of Trustees of Hollins Institute are hereby authorized and directed to execute and deliver to Charles L. Cocke and the legal representatives of Charles H. Cocke, or to such corporation as they may designate, a deed with apt words of conveyance, and with covenants of general warranty, to, all and singular, the real estate and premises now owned and controlled by this Board, or to which it may be entitled, either in law or equity.

That the said officers are also further authorized to transfer to the grantee, in the deed above mentioned, the right to use the name ‘Hollins Institute’ as the title and name for an institution of learning for the education of young women, and also the good will of the institution known as ‘Hollins Institute,’ which has been for many years conducted under the auspices of this Board, as well as all the rights and franchises now held by this Board under the various acts of the General Assembly of Virginia incorporating this Institution.”

Principles Which Govern this School.

This school closed its fifty-seventh annual session on the sixth day of June, 1900. During its history it has accomplished a great work. Thousands of young women have gone forth into life bearing its training and impress, and have filled, and many of them still fill, elevated positions in society, and, in many instances, places of high responsibility and influence.

The following general principles have been recognized as of prime importance and have controlled its management :

I. CULTURE. *All true culture must come from within.*

The heart, the mind, the moral principles, the Christian virtues must have true training under pure and elevated standards in order to develop high culture and character.

II. DAILY LIFE. *The every-day life of a boarding-school for young ladies must be kept up to true standards.*

The principles and habits, the ways and manners of girls during the scholastic period, are likely to cling to them through life and determine their positions, their success and their destiny. In all the daily and hourly contacts and associations of school-life, high-toned principles of honor and integrity, pleasant and tasteful manners, neat and appropriate attire, cleanliness of person, pure speech and high aspirations, should be recognized and inculcated.

III. HEALTH. *The physical health and development of girls at school is a matter of supreme importance.*

This school affords ample facilities for the preservation and development of physical health and vigor. In addition to a regular physical culture department, our campus is most beautiful, attractive and extensive, embracing about thirty acres of land, with hill and dale, springs and brooks, and covered with hundreds of shade trees, all inviting the outdoor sports and pleasures so necessary to the health of student girls. We enjoy, further, the advantages of springs of sulphur and chalybeate water immediately on the grounds, one in close

proximity to the buildings. This water possesses valuable medicinal properties and affords a fine tonic for weakly girls. For cases of delicate health or serious sickness ample and comfortable rooms are provided away from the noise and bustle of the school, and presided over by a superior resident physician and an experienced trained nurse. Our atmosphere is pure and invigorating at all seasons, and many girls who come to us in feeble health gain strength, vigor and bloom.

IV. *Comfort in accommodations, free social intercourse with each other, with officers and their families, and such persons as are known to be proper parties to admit to the precincts of the school, wholesome and well prepared food in abundance, and amusements such as engage both mind and body—all these combined induce contentment, cheerfulness, and a condition of restful satisfaction.*

A girl whose normal condition is one of unrest, peevishness, dissatisfaction with herself and her surroundings, is not likely to make progress in moral, literary or æsthetic culture. Every girl should be made to feel that she is in a home pervaded by the most generous and tender sympathies.

V. *An institution having charge of girls and young ladies who come from distant homes, must be pervaded with the conscious recognition of the grave and delicate responsibilities assumed, or it is unfitted for a true and high mission.*

This school has always realized its high obligation to the parents and guardians of those committed to its temporary guardianship. It feels that in committing their daughters and wards to its training and guidance, they have imposed a most sacred trust, which it must fulfill at any cost of anxiety and care. The school being really one large family, composed of its teachers, its officers with their children and the pupils, all on perfect social equality, the moral and social principles which hold sway must not be left to chance or doubtful precedent, but must be founded in truth and right, as determined by intelligent and wise authority.

VI. *Personal contact with the outside world, and especially with strangers, must be carefully guarded, and must be under the supervision and direct control of judicious officers. Parents, at their distant homes, are in no position to pass judgment in such cases.*

The neglect, or total ignoring, of such a provision, has brought ruin to many a school. Under this principle this school has preserved a record untarnished by a single social scandal for fifty-seven years—the period of its existence.

VII. *To meet the wants of a large school for girls great variety of talent and a wide range of scholarship must center in the Faculty.*

This institute usually provides eight male professors and ten or twelve lady teachers. When others are needed they are provided.

Again: Scholarship is by no means the only requisite in a teacher; experience, “aptness to teach,” and personal adaptedness in character, habits and manners are of first importance. Great care is taken to provide professors and teachers not only of superior scholarship, but possessed of all those gifts and qualities which combine to make a true teacher and an accomplished officer.

VIII. *The safe passage of pupils from their homes to school and their return, is a matter of concern to us, as it is to their parents and guardians.*

When several come together from the same section we often send a special escort to meet them at some designated point. Of course this can not be done, except in special cases, but the friends of young ladies should take special care to have them under reliable protection *en route* to and from school.

IX. *Patriotism and religion, in their true essence, above party and sect, should be inculcated in every school, whether for males or females, or for both.*

In this school the pupils are encouraged to appreciate and love their country in all its vast domain, to cherish respect for and admiration of its great government, its great institutions, and its great people.

Daily, and especially on Sunday, are they impressed, by precept and example, with religious truth and principles and practice. They enjoy the privilege of hearing able ministers of the gospel of different communions, alternately every Sunday, and they are also thoroughly taught in Christian truths

by special lessons. The Bible is our only text-book in religion.

A boarding-school for girls, of all places, is the most inappropriate arena for the discussion of party politics and sectarian tenets and distinctions. We discourage all such discussions.



Suggestions.

1. Many parents suspend the scholastic training of their daughters just when they have reached a degree of mental discipline preparatory to a successful advance to those studies which fit them for entrance into society. They should continue in school at least another year.

2. The command of an unnecessary amount of money while at school to satisfy imaginary wants is a great evil. It diverts from studies and other duties, and engenders and fosters wasteful or extravagant habits.

3. Parents should beware of allowing their daughters to form the acquaintance of gentlemen, strangers to themselves and strangers to the authorities of the school. This is done by prescribing unnecessary and often very improper visits beyond the limits of official supervision.

4. At a place so fully occupied as this, employing many servants and entertaining many visitors, we can not be responsible for the loss of valuables by pupils. Money, jewelry, etc., should be deposited for safe keeping with the officer appointed and employed for this purpose.

5. This school does not interfere with, or supervise, the correspondence of its pupils, except in cases where grave improprieties become known. In such cases the facts are promptly reported to parents or guardians. Instructions should always be given as to what correspondence is allowed and approved by parents or guardians.

6. Pupils should not leave before the closing exercises of the session have been completed. These exercises constitute an important part of the training of the school. And, moreover, we make special arrangements for the proper escort of girls to their homes on the day after commencement. We can make no such provision on an earlier day.



CHARLES L. COCKE.

Faculty and Officers.

1899—1900.

CHARLES L. COCKE, A. M., Superintendent.
 MRS. E. S. CHILDS, Associate Principal, Emeritus.
 MISS MARIA F. PARKINSON, Lady Principal.
 *CHARLES H. COCKE, Business Manager.
 JOSEPH A. TURNER, Assistant Business Manager.

Languages, Literature and Science.

J. M. McBRYDE, JR., PH. D., (Johns Hopkins), English Language,
 English Literature.
 WILLIAM H. PLEASANTS, (University of Virginia), Latin, Moral
 Science, Chemistry.
 A. T. L. KUSIAN, LL. D., (Germany), French, German.
 †M. ESTES COCKE, M. A., (University of Virginia), Mathematics,
 Physics.
 G. W. DRAKE, M. D., (Vanderbilt), Resident Physician, Physiology.
 MISS A. C. TERRELL, (Hollins), History, Political Economy.
 MISS E. N. NEWMAN, B. A., (McMasters), Acting Professor of
 Mathematics and Physics.
 MISS BETTY P. CLEVELAND, English, French.
 MISS ELIZABETH PURYEAR, Latin, German.
 MISS MARIAN S. BAYNE, English Composition.
 MISS THALIA HAYWARD, French.
 MISS GENEVIEVE RUDD, Preparatory Department.
 MISS W. M. SCOTT, Book-keeping, Stenography and Typewriting.
 MISS MATTY L. COCKE, Librarian and Registrar.
 MISS ELIZA A. GEORGE, Assistant Librarian.

Music.

LOUIS ALBERTI, A. M., PH. B., (Copenhagen), DIRECTOR, Voice
 Culture, Theoretics.
 CARL BODELL, (Stockholm, Leipsic, and Paris), CONCERT PIANIST,
 Piano.
 CHARLES H. ELWELL, (New England Conservatory), Piano, Organ.
 MISS MARY M. PLEASANTS, Piano, History of Music.
 MISS THALIA HAYWARD, Piano.
 MISS EDITH L. WINN, (New England Conservatory, Berlin), Violin
 and kindred instruments, Piano.

*Died May 3d. 1900.

†Absent for one session.

Art and Elocution.

MISS LUCIE P. STONE, (American Schools and Paris), Drawing, Painting.

MISS PAULINE S. TOWNSEND, (New England Conservatory), Elocution, Physical Culture.

Domestic Department.

MRS. CHARLES L. COCKE, Head of the Department.

MRS. A. M. KONE, Assistant.

MISS ANNIE COLE, Assistant.

MISS BELLE LESTER, Assistant.

Chaplains.

REV. FURMAN H. MARTIN, Baptist.

REV. E. V. HUBARD, Episcopalian.

REV. W. C. CAMPBELL, Presbyterian.

REV. H. C. V. CAMPBELL, Presbyterian.

REV. W. H. H. JOYCE, Methodist.

Other ministers occasionally.

Register of Students.

Session 1899=1900.

Abbreviations.

E.—English.	Eloc.—Elocution.
E. L.—English Literature.	A.—Art.
C.—Composition.	B. K.—Bookkeeping.
Gr.—Greek.	T. S.—Typewriting and Stenography.
L.—Latin.	P.—Piano.
F.—French.	O.—Organ.
G.—German.	V.—Violin.
H.—History.	V. M.—Vocal Music.
Math.—Mathematics.	Th. M.—Theory of Music.
M. S.—Moral Science.	Harm.—Harmony.
Ph.—Physics.	Gu.—Guitar.
Phy.—Physiology.	M.—Mandolin.
Ch.—Chemistry.	P. D.—Preparatory Department.

NAME	PARENT OR GUARDIAN	STATE
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NAME	PARENT OR GUARDIAN	STATE
Camp, Lucy, E. L., C., L., F., MATH., P.	<i>W. N. Camp, Esq.</i>	Florida.
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Cutchin, Nannie, E. L., C., F., MATH., ELOC., GU.	<i>Mrs. A. Cutchin.</i>	Virginia.
Danner, Rosa L., E., C., L., MATH., H.	<i>Mrs. M. Hill.</i>	Virginia.
Danner, Maude, P. D.	<i>A. J. Danner, Esq.</i>	Virginia.
Davidson, Eva, E., C., F., H., P.	<i>Mrs. E. P. Davidson.</i>	Virginia.
Dekle, Pallie Elaine, E., C., E. L., L., P.	<i>M. L. Dekle, Esq.</i>	Florida.
Denman, Archie, E., C., MATH., H., P., A.	<i>Dr. A. M. Denman.</i>	Texas.
Denny, Mary A., E. L., C., F., M. S., H., A.	<i>R. A. Denny, Esq.</i>	Georgia.
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Dickinson, Hallie, C., L., G., MATH., P.	<i>Rev. A. E. Dickinson, D. D. V.</i>	Missouri.
Dill, Mary H., E. L., C., F., H., P.	<i>John W. Dill, Esq.</i>	Missouri.
Dillard, Ethel, E. L., N. S., P.	<i>P. B. Dillard, Esq.</i>	Virginia.
Dillard, Pembroke, P. D.	<i>P. B. Dillard, Esq.</i>	Virginia.
Dinwiddie, Eleanor, C., L., G., P., V. M., HARM.	<i>Dr. B. A. Dinwiddie.</i>	Texas.
Dodd, Mary, E. L., C., P., A.	<i>S. L. Dodd, Esq.</i>	Mississippi.
Douglas, Lillian, E. L., C., L., F., MATH., P., ELOC.	<i>Howard Douglas, Esq.</i>	Alabama.
Duke, Lucy, C., L., F., M. S., H.	<i>F. J. Duke, Esq.</i>	Virginia.
Eakin, Elizabeth, E. L., C., L., F., MATH.	<i>Mrs. L. D. Eakin.</i>	Tenn.
Edens, Edwina, E. L., C., G., P.	<i>Judge A. Rainey.</i>	Texas.
Edrington, Teddie, E. L., C., F., H., P., V. M.	<i>Captain H. C. Edrington.</i>	Texas.
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Estes, Daisy Belle, E. L., C., F., P., O., HARM.	<i>J. W. Estes, Esq.</i>	Florida.
Estes, Marie, P., V. M.	<i>J. M. Estes, Esq.</i>	Georgia.
Fisher, Anna, E. L., C., F., A.	<i>R. M. Fisher, Esq.</i>	Kentucky.
Fitzpatrick, Reba, E. L., C., L., G., N. S.	<i>Mrs. S. H. Fitzpatrick.</i>	Virginia.
Fitzpatrick, Eunice, E. L., C., H., P., ELOC.	<i>Mrs. S. H. Fitzpatrick.</i>	Virginia.
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Summary.

Virginia	81	Arkansas	4
Texas	34	Louisiana	4
Tennessee	10	New Jersey	2
Kentucky	10	Ohio	3
North Carolina	9	West Virginia	2
Mississippi	8	New York	4
Georgia	7	Missouri	1
South Carolina	5	Maryland	1
Alabama	5	Nebraska	1
Florida	4	Kansas	1
Washington City		1	

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English	52	Piano	104
English Literature	117	Voice Culture	39
Latin	70	Pipe Organ	3
French	81	Violin and Kindred Instruments . . .	13
German	22	Harmony	17
Mathematics	71	Theory of Music	86
Chemistry	11	Art	31
Moral Science	18	Elocution	3
History	77	Bookkeeping	5
Preparatory Department . . .	18	Stenography and Typewriting . . .	2

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Introductory.

1. The question as to the best location of boarding-schools for girls is one to which much attention has been given in recent years. After an experience of two centuries on this continent, the general conclusion has been reached that country localities, easily accessible to cities, are decidedly preferable from many considerations. Many of the largest and best equipped of such schools of recent origin, have been so located, notably Vassar College of New York, Wellesley College of Massachusetts, and Bryn Mawr College of Pennsylvania. This school now enjoys these advantages; it is just seven miles from Roanoke, which is rapidly advancing to the proportions of a large city, and affords facilities for meeting all the various wants of a school like this. Our railroad and telegraph facilities are also complete, connecting us with all parts of the country.

2. I am constantly reminded of the superiority of this locality as a place for the education of girls, as I witness from year to year their physical development, and the effect, on character and conduct, of the exclusion of those scenes and associations which so demoralize girls when exposed to them. Stringent rules, rigidly enforced, in the presence of temptations, and idle attractions, may save from damaging scandal; but is this the best influence under which to develop character? At the tender and impressionable age of school-life a system of espionage and unnatural restraints, so annoying and irritating to girls, tends to sour dispositions, to foster the spirit of suspicion, and to develop artificial and deceptive character. Unquestionably, girls at boarding-schools should be tenderly guarded and carefully restricted in their associations, but not by an inexorable code of "blue laws." Location and surroundings should be such as to allow great freedom of daily life and great variety of social intercourse, while dangers and temptations

are so far removed as neither to give serious apprehension, and thus lead to oppressive regulations, nor to forbid pleasures and pastimes, away from the public gaze, so necessary to a true physical and moral development. The school which has not the resources within itself—the personal examples, the moral and æsthetic influences, the variety of exercises and sources of enjoyment, the comforts and social life—but has to seek these in associations beyond its precincts, is certainly not in a condition to do a permanent and successful work in giving to society the best type of women. In location and surroundings, in internal resources and facilities, this Institution commands rare combinations for doing a great work in its chosen sphere. The locality further enjoys the exceptional advantages of mineral waters—white sulphur and chalybeate—and a healthful, bracing atmosphere at all times.

3. The every-day life of this school is beautiful, pleasant and impressive. Contentment, cheerfulness and vivacity are features so marked as to excite surprise in visitors, and uniformly become a subject of remark by those who sojourn with us. School-life should be made pleasant and happy; discontent, irritation of feeling, constant homesickness, are alike opposed to successful progress in educational training and the development of sweet and smooth dispositions. The surroundings of this school are not objects and scenes which constantly excite hopes and wishes which it would not be best to gratify, and consequently a source of dissatisfaction, nor such as to invite to irregularities and improprieties of conduct; but in every direction the school looks out upon beautiful natural scenery, with its ever-varying shades and hues, and hence never monotonous. In the absence of improper external attractions, interest and sympathy center in school exercises and home associations, and the associations of the place itself are ample—nearly all the pupils are boarders, the officers and teachers, with their families, reside on the premises, together with several families in separate buildings, who may be here for educational purposes. No indiscriminate association is allowed with the outside public, and all who are admitted to the grounds must observe those proprieties which appertain to premises appropriated almost exclusively to the gentler sex.

When a girl enters this school the sympathies of all go forth to her, and hence she finds that she has been made a member of a large harmonious family, and soon becomes contented and happy. "Whenever I meet a Hollins girl I find her devoted to the place and the people," is a remark often made by gentlemen and ladies from distant parts. In this paragraph the explanation is given.

4. Fair Repute.—No institution in which large numbers of young ladies have their homes for educational purposes can afford a management which gives rise to damaging criticism or unfavorable rumor. Its reputation affects that of every pupil, while the conduct of its pupils casts a reflex influence on its own. At every cost of labor and vigilance, good government must be maintained—a prudent, wise, generous and effective supervision must be exercised over every pupil and at all times.

5. Religion.—In the development of a true and high type of character religious influences, *not sectarian*, must play an important part. The Christian graces, harmoniously blended and carefully cultured and exhibited in all the associations of life, give to ladies a charm and a power which no adornment of person or culture of intellect in their absence can produce. The pupils of this school must, and do, enjoy superior religious privileges. While separated from their parents, pastors and other spiritual guides, it would be a grave omission not to make ample provisions for their spiritual wants and religious development. Hence, in addition to daily worship and weekly Bible lessons, ministers of high repute in their respective communions conduct services alternately in the chapel of the Institute for the special benefit of the pupils, officers and families that reside at the place.

6. Teaching.—The most satisfactory results can only be secured by the concentration of ability and great variety of talent and adaptedness in the Board of Instruction. The education and training of girls have in recent years received a degree of attention beyond that of any period in our history. In every section of our country standards of scholastic attainment have advanced, the equipments of schools have been greatly enlarged, and the subjects taught have multiplied. To

meet these varied and increasing demands this Institute employs a large number of teachers of varied attainments and great versatility of talent. Courses of instruction are multiplied and arranged to suit individuality of talent and endowment and the peculiar and ever-modifying preferences of pupils and parents. Our pupils are not compelled to pursue a single stereotyped course, but may select such studies as will best fit them to fill successfully and creditably their contemplated spheres in future life. The mastery of any school or branch of study, secures from that school a diploma which ranks the pupil in that department with a full graduate of the Institute. But such selections must always be made under the advice of the Faculty, unless positive instructions are given by parents or guardians.

7. **Apparel.**—Expensive dressing while in school is objectionable from many considerations. A girl whose mind is absorbed in external adornment is not likely to cultivate and develop those virtues which constitute the chief and permanent ornament of female character, nor will she aim to secure those mental acquirements which are to give to her influence and success in the better spheres and associations of life. Money spent in gorgeous and costly attire or jewelry while in school is worse than squandered. Far better would it be to reserve funds thus used for travel and other sources of improvement after school days are over.

This school prescribes no uniform dress for its pupils on ordinary or public occasions, because it is not necessary to do so with present surroundings. Those who take lessons in Physical Culture use a cheap uniform when engaged in the exercise, and I would here suggest that all pupils be required to take these exercises, so eminently promotive of health and vigor, no less than of elasticity and grace of motion. Young ladies are expected to observe simplicity, good taste and neatness in dress and personal habits in every-day life, and to be ready at any moment to be called into the presence of friends, or even of strangers, should calls be made on them. This has been the habit of this school for many years. Without effort on the part of officers, all our pupils conform to this requirement, simply because it is the habit of the school and the style

of every-day life with us. At no time during the session are elaborate evening dresses appropriate. For commencement a simple white dress is all that is required. *All young ladies attending this Institute must be provided with walking-shoes, rubber overshoes, warm cloaks or shawls, and caps or hats for every-day wear. They must have also warm clothing, especially underwear.* We live in a bracing climate and spend much time in the open air.

This Institute employs no special agents, open or secret, to invite patronage. Parents and guardians are requested to make direct application to the Superintendent.

CHARLES L. COCKE.

HOLLINS, May, 1900.

The fifty-eighth session will open on the 19th of September, 1900, and close on the first Wednesday in June, 1901. Post and telegraph office: Hollins, Va. Station: Hollins, Norfolk and Western Railway, Virginia.

The opening of the next session is deferred until the 19th of September, on account of improvements in progress.

Hollins Institute.

Parents and guardians who, from choice or necessity, place their daughters and wards in schools far distant from their homes, naturally wish to know the facilities and advantages which such establishments command, and their capacities for giving the training, culture and general impress of character most desirable for young ladies. With the view of imparting such information in regard to this Institution, the following paragraphs are published:

I.—Location.

HOLLINS INSTITUTE is located in Roanoke County, Virginia, seven miles from the city of Roanoke. This county lies in the extreme southwestern section of the great Valley of Virginia, between the Blue Ridge and Alleghany Mountains. The entire region abounds in picturesque mountain scenery; the soil is exceedingly fertile, and the country abundant in

fruits, vegetables, grain and grasses. Probably no region on the continent is more beautiful in its general aspects, and none so well adapted in climatic influences to schools and school life. Its uniform, invigorating atmosphere throughout the seasons, the extremes of cold and heat never reaching their maximum—gives to the pupils vigor and bloom, and develops elasticity of mind even amidst exhausting labors. Hence, in this comparatively limited territory numerous colleges, high schools and other institutions exist and flourish. Thousands of pupils are gathered annually in these schools from all parts of the United States. The salubrity of the climate, the beauty and fertility of the country, its freedom from malarial diseases, its invigorating atmosphere, its limpid streams of water, all combine to render this section peculiarly adapted to the successful establishment and permanent prosperity of large institutions of learning.

II.—Premises and Buildings.

About eighty years ago the premises now held by Hollins Institute were improved and equipped with a view to render available valuable mineral waters. In the year 1842 the whole property was purchased for educational purposes, and since that time has been so used. All the original buildings have been removed, and others erected better adapted to school purposes. The main buildings (of which there are six) are of brick, with slate and tin roofing, and afford accommodations for a full faculty and one hundred and seventy boarding pupils. For many successive sessions, and often in the history of the School, the accommodations have been filled at the opening of the session, and other applicants declined. When more than the prescribed number actually arrive, the overflow is provided for in the families of officers and other residents on the grounds as far as practicable. The buildings contain ample lecture-rooms, a beautiful chapel, spacious and elegant dining-room, society halls, parlors, rooms for music and art, etc., all arranged with special reference to health, comfort and convenience. These buildings are warmed throughout by steam, and they are so connected by covered ways that all parts of the premises are safely accessible even in the most inclement season. The

grounds around the buildings are beautiful and extensive, embracing many acres, and are adorned with walks, shade trees and shrubbery. In close proximity to the buildings are springs of mineral waters of valuable medicinal properties. The grounds and buildings are too extensive to be represented in a single picture. The engraving gives only a partial view of the premises.

III.—Organization.

This Institute is held by an independent Board of Trustees, with self-perpetuating power. The Superintendent is chosen by the Corporation for a term of years, and on him is devolved the appointment of professors, teachers and other officers, subject to the approval of the Trustees. Each professor conducts the more important classes of his department, and is aided in other classes by competent assistants. All professors and teachers reside permanently on the premises and give their whole time to the interests of the School. They, with their families, board with the pupils, intermingling in all the relations of social life.

The Domestic Department is arranged with special reference to health and comfort, as well as to the inculcation of those habits and tastes which mark the true refined lady. It is presided over by the Lady Principal, a lady of culture and refinement, whose whole time is given to the supervision of the pupils. Connected, also, more especially with this department are several other ladies, who, from long experience, are admirably adapted to their positions, and give constant attention to the health and wants of the pupils.

In this Institute most of the bed-rooms are intended for two pupils only; a few are large enough for three. The young ladies connected with the Collegiate Department occupy their own private apartments during study-hours. Here they prepare their exercises and repair to the lecture-rooms for recitation.

The younger pupils occupy a large study-room fitted for the purpose, and are superintended from 9 o'clock a. m. to 4 p. m. by a lady officer. Of this latter class but few attend, as the School is designed especially for advanced pupils.

Pupils study more successfully in their quiet rooms than when crowded together in a large study-hall and kept sitting in the same posture for hours in succession, while the physical exercise in going to and from recitation throughout the day proves highly conducive to health, vigor and bodily development.

IV.—Discipline.

Pupils committed to our care and training are watched over and cared for in health or in sickness, in school or out of school, as our own children. The development of character and private habits, the exhibition of morals and manners in all the associations they form, a fair name in school and with the general public, give us the same solicitude as in the case of those bound to us by ties of kindred. Indeed, when they leave school our anxieties do not cease until we know they are again at home and under the care of their friends.

The School is not governed by minute specific rules ; the authority is parental rather than official. We do not, however, allow pupils to leave the premises unless attended by an officer, nor to make visits unless positively instructed by parent or guardian to do so, and even then we reserve the right to decide upon the propriety of such visits.

All the training—literary, moral and disciplinary—of this School looks beyond girlhood to the future woman, bearing the responsibilities and sustaining the relations appropriate to her sex in society.

V.—Religious Privileges.

Evening devotions are regularly held by the Superintendent, or some other officer, in the spacious chapel of the Institute, accompanied by the organ and singing by the pupils and teachers. On Sunday regular Sabbath-school exercises are held at 9 a. m., in which the Bible alone is made the text-book ; at 8 p. m., lectures on the Scripture or preaching by evangelistic ministers of approved qualifications and standing. At 11 a. m. every Sunday there are services at churches of different communions in the immediate vicinity, which pupils at their option may attend.

Teachers and pupils are expected to contribute a small sum to the expenses of ministers who officiate in our chapel.

VI.—Health and Recreation.

Pupils of this School usually enjoy vigorous health during the session, and even after its protracted and exhausting labors are over, return to their homes with the bloom of youthful vigor and freshness. This is due to the effects of climate, the use of mineral waters, and to free, unrestrained outdoor exercises, to which ample and pleasant surroundings invite. Indoor exercises are also instituted, so that at no season are they deprived of the means of proper physical development and those delights which give elasticity to the spirits and healthful mental recreations. An experienced physician resides on the premises, who attends promptly to cases of serious sickness and exercises a general oversight of the health of the entire establishment. In cases of serious illness parents and guardians are promptly informed by telegraph, or otherwise, of the true condition of their daughters or wards.

Dr. F. L. Wood, an efficient dentist, of Roanoke, makes professional visits to the Institute whenever necessary.

VII.—Admission of Pupils.

As this Institute is a delightful home for girls during the entire period of scholastic training, pupils are received at any time, either during the session or vacation, and are charged at regular rates from the day of their entrance. It is most desirable, however, that they enter promptly at the opening, or the middle, of the scholastic term. While courses of instruction are provided for every age and every degree of advancement, the internal arrangements of the school are best adapted to boarders over the age of twelve years. No one is received for a shorter period than the entire session, or the remaining portion thereof, at the time of entrance. Precaution is used to prevent the admission of any pupil whose example and influence might prove injurious to others.

Instead of returning annually to their homes, pupils may remain at the Institute throughout the period of their school days. Ample facilities are afforded for their comfort and proper supervision, as well as for the accommodation of their parents and friends during the vacation months. This arrangement is well adapted to that class of pupils who come from

distant states and sultry climes; more especially as they, and their friends who may visit them, will enjoy all the advantages of a mountain clime and mineral waters during the summer and early fall.

Young ladies who enter this Institute are treated with the respect and attention which their sex ever receives at the hands of good society in Virginia. No disgraceful penalties are inflicted, nor are they subject to any long catalogue of minute regulations, which, so far from inducing correct, lady-like deportment, often prove but a source of constant annoyance and irritation. General principles, as to those proprieties of life, which should ever be recognized and observed by all of their sex and age, whether in or out of school, are made prominent, and the necessity for more stringent and more specific laws seldom arises.

Parents and guardians may rest in the confident assurance that their daughters and wards, while connected with this Institute, whether in sickness or in health, will receive every attention, supervision and comfort which they enjoy at their homes. It is our sole business in life to take care of and train those committed to our temporary guardianship, and we hope to discharge the delicate and responsible office faithfully and in a manner acceptable to those at least who desire high standards of mental and moral discipline for their daughters.

Having maintained an uninterrupted and prosperous career for more than a half-century, and having sent forth a greater number of that class of girls that seek the higher order of education than any school in the State of Virginia, the Institute points to its past history as the most satisfactory assurance and guarantee of future efficiency.



SUSANNA V. COCKE.

Courses of Instruction.

1. SCHOOL OF ENGLISH.
2. SCHOOL OF ANCIENT LANGUAGES.
3. SCHOOL OF MODERN LANGUAGES.
4. SCHOOL OF HISTORY AND POLITICAL ECONOMY.
5. SCHOOL OF MATHEMATICS.
6. SCHOOL OF PHYSICS.
7. SCHOOL OF CHEMISTRY.
8. SCHOOL OF MORAL SCIENCE.
9. SCHOOL OF MUSIC.
10. SCHOOL OF ART.
11. SCHOOL OF ELOCUTION.

Several of the schools named above embrace two or more departments, in each of which a diploma is awarded :

1. *School of English*.—English Language and English Literature.
2. *School of Ancient Languages*.—Latin and Greek.
3. *School of Modern Languages*.—French and German.
9. *School of Music*.—Pianoforte, Voice Culture, Organ, Violin.

The eleven schools are separate and distinct, each conducted by a Professor, with such assistants as the department may demand. Each school being distinct, the pupil may, at her option, become a candidate for graduation in any one or all of them, though it is not possible for her to pursue more than four at the same time. Diplomas are not conferred indiscriminately upon all members of a class who have passed through a prescribed course of study, but on those only who at the examinations give evidence of a thorough acquaintance with the subjects embraced in the courses upon which they propose to graduate.

These courses of study, conducted under the standards long maintained in this Institute, afford a training and a scope of attainment equivalent to that usually prescribed for the

A. B. degree in colleges for young men. Certainly very few young ladies under the age of twenty years can go farther without detriment, often permanent, to both physical and mental health and vigor. But as some young ladies propose to continue their studies beyond the period usually allowed to scholastic training, we give advanced courses in all the departments named above, corresponding to those usually required for the A. M. degree in the better class of colleges for young men.

For scholastic honors conferred in this school see Pages 71-74.

I. School of English.

PROFESSOR MCBRYDE.

MISS CLEVELAND.

MISS BAYNE.

This school includes English Grammar, Rhetoric, Composition, and English Literature and Language. Classes meet daily unless otherwise stated.

I. English Grammar and Rhetoric.

MISS CLEVELAND.

(a) **Junior Class.**—English Grammar and Elements of Rhetoric. Thorough drill in the principles of English Grammar, followed by class-room exercises in Rhetoric. Fortnightly Compositions. Selections from American Prose and Poetry.

TEXT-BOOKS: Davenport & Emerson's *Principles of Grammar*, Part I; Riverside Literature Series.

(b) **Intermediate Class.**—Rhetoric, Composition and Elementary studies in Literature. Special attention is given to the mastery of Rhetoric, and the principles of expression there acquired are applied to the criticism of standard selections from American and English prose and poetry, as well as to practical composition work in and out of class, as in the preceding year.

TEXT-BOOKS: Davenport & Emerson's *Principles of Grammar*, Part II; Lockwood's *Lessons in English*; Riverside Literature Series.

The work of these two classes is preparatory to the study of literature. Before entering any class in literature, pupils must give satisfactory evidence of familiarity with the ordinary principles of grammar and composition.

II. English Literature.

PROFESSOR MCBRYDE.

MISS CLEVELAND.

(a) **Junior Literature.**—American Literature; its rise and development. Selected readings from John Smith, Cotton Mather, and Benjamin Franklin, noting the gradual growth of style. Careful and systematic study of Irving, Cooper, Bryant, Hawthorne, and Longfellow, supplemented by parallel reading.

TEXT-BOOKS: Painter's *Introduction to American Literature*; *Riverside Literature Series*; *Historical Classic Readings* (Maynard, Merrill & Co.); *Astor Edition of Bryant*; Alden's *Studies in Bryant*.

(b) **Senior Literature.**—During the past session the class made an exhaustive study of Tennyson and Browning. The course for next session will consist in a critical study of several of the plays of Shakspeare for the first term, and Milton's minor poems and *Paradise Lost* for the second term.

TEXT-BOOKS: Pancoast's *Introduction to English Literature*; *The Arden Shakspeare*; *Paradise Lost*, Editions by Sprague and by Verity.

III. English Language.

PROFESSOR MCBRYDE.

This course consists of Anglo Saxon and Middle English. The first term is devoted to Anglo-Saxon alone. Metrical and prose selections are read, with studies in metre and observations on the manners, customs, and religious and social life of the Early English. The class-work of the second half-year is confined solely to Chaucer. The entire Prologue and at least five complete tales are read, together with selections from others, and collateral reading of the *Parlement of Foules*. Lectures are given on Chaucer's times and on his contemporaries and imitators, especially John Barbour and King James I of Scotland.

Parallel with this the pupil is constantly drilled in tracing the changes in the forms and meanings of words from Anglo-Saxon to Modern English, and in setting forth the laws underlying such changes.

TEXT-BOOKS: Smith's *Old English Grammar and Exercise Book*. Parallel: Stopford Brooke's *Early English Literature*; Gummere's *Germanic Origins*; Garnett's *Translations of Elene and Judith*; Pancoast's *English Literature*; Corson's *Selections from the Canterbury Tales*. Parallel: Lowell's *Essay on Chaucer*.

This class is open only to those who have completed the courses in English Literature.

Upon the completion of the Courses II (a) and II (b), the pupil is granted a diploma in English Literature. Upon the completion of Course III, the pupil is awarded a diploma in English Language. Pupils who successfully pass the examination in Course II (a) receive a certificate. Candidates for a diploma or for a certificate in any course in Literature or Language are required to write an essay on some line of work assigned by the Professor. Should the pupil at the same time be an applicant for a diploma as graduate in several departments, this same essay may be presented as the essay for graduation.

IV. Composition.

MISS BAYNE.

(a) **Junior and Senior Composition.**—All pupils, whether students of English or not, are required to write compositions. At the opening of the session, the teacher will form classes based upon test papers assigned to the pupils. Meetings will be held at least once a week, and students will have regular and systematic instruction in the art of composition.

PROFESSOR MCBRYDE.

(b) **Advanced Composition.**—In this class it is assumed that the pupil has already acquired moderate facility in expression, and hence special attention is given to the development and logical arrangement of thought. By the study of good models, a systematic investigation is made of the principles

underlying description, narration, and exposition. The purpose of the course is twofold. In the first place, to give the pupil an appreciation of good literary workmanship; and, in the second, to teach her to apply to her own writings the principles derived from such study. Four essays and fortnightly themes throughout the year are required. With each pupil, individually, private consultations are held, in which her work is carefully criticised, and full explanations given of each correction.

TEXT-BOOKS: Genung's *Rhetorical Analysis and Practical Rhetoric*; Baldwin's *Specimens of Prose Description*; Brewster's *Specimens of Narration*.

Post-Graduate Course.

As a continuation of the course in English Language described above, there was given, during the session 1899-1900, a more extensive and intensive course in Middle English literature. Class meetings were held three times a week, and during the first term special attention was devoted to the period immediately preceding Chaucer. In the second term a study was made of the Early English Miracle Plays.

TEXT-BOOKS AND REFERENCE BOOKS: Morris & Skeat, *Specimens of Early English*, Part II.; Pollard, *English Miracle Plays*; Bates, *English Religious Drama*; ten Brink, *Early English Literature*; Publications of the Early English Text Society.

II. School of Ancient Languages.

Latin.

PROFESSOR PLEASANTS.

MISS PURYEAR.

In this department there are four classes, viz: Introductory, Junior, Intermediate and Senior.

The **Introductory Class** is designed for beginners and is, therefore, mainly employed in mastering the forms and elementary syntax of the language.

TEXT-BOOKS: First Book in Latin (Tuell and Fowler); Viri Romæ.

The Junior Class takes up the study of the easier Latin writers, carrying on the study of the grammar and impressing its principles by written exercises.

TEXT-BOOKS: Cæsar; Ovid; Grammar and Exercises (Gildersleeve).

The studies of the **Intermediate Class** are a continuation and enlargement of those of the Junior, using more difficult authors and exercises.

TEXT-BOOKS: Virgil; Cicero; Grammar and Exercises.

The Senior Class by its previous studies well-grounded in the principles of the language, makes, as far as can be made in the time, a practical acquaintance with the literature of the language. In this class also, there are regular written exercises in translating from Latin to English and from English to Latin.

TEXT-BOOKS: Livy; Horace; Tacitus; Harrison's and Gildersleeve's Latin Grammars; Roman History.

Greek.

PROFESSOR PLEASANTS.

In this language there are, for the present, three classes, Junior, Intermediate and Senior. The aims and methods are the same as those pursued in teaching the Latin, viz.: to give the pupil a practical and useful knowledge of the language by reading portions of the best authors and by writing exercises with constant grammatical analysis.

Text-Books.

Junior Class: The Beginner's Greek Book (White); Xenophon's Anabasis.

Intermediate Class: Goodwin's Greek Grammar; Xenophon's Memorabilia; A play of Euripides; Written Exercises.

Senior Class: Selections from Sophocles; Plato and Demosthenes.

Post-Graduate Latin and Greek.

This course is intended for those who are candidates for the higher degree, or it may be advantageously pursued by those who wish to qualify themselves for teachers of Latin and Greek. It is open to all graduates in Latin and Greek of this Institute, and to others who can, by examination, show their ability to profit by this grade of instruction.

The scheme of instruction is as follows :

1. Critical reading of the usual Latin and Greek authors, to be followed by an essay by the pupil upon some assigned author or period.
2. Sight reading from the simpler Latin and Greek authors.
3. Further practice in writing the languages.
4. Lectures on general philology, with special reference to the etymology of Latin and Greek.
5. Lectures on Grecian and Roman History, introductory to lectures on the Literature.

III. School of Modern Languages.

The languages taught in this department are French and German. There are three classes in French and three in German. Strict attention is given to grammatical analysis. Idioms are carefully noted and compared with the corresponding English forms. Pupils are required to write exercises and original compositions throughout the course, and are, by their daily associations with a foreign teacher, afforded the best opportunities for acquiring precision and fluency in speaking French and German.

French.

PROFESSOR KUSIAN.

MISS CLEVELAND.

MISS HAYWARD.

TEXT-BOOKS: *Junior Class*: Chardenal's Complete Course; Super's French Reader; Exercises. *Parallel*: Etude Progressive, etc. (Stern).

Intermediate Class: Edgren's Grammar; George Sand's *La Mare au Diable*; Ohnet's *La Fille du Député*; *Le Roi des Montagnes*; *La Poudre aux Yeux*; Paul Bercy's *English into French*; *Conversation. Parallel reading for 1900*; *Le Conscrit de 1813*; Dumas's *La Question d'Argent*, *Contes et Saynètes*.

Senior Class: Corneille's *Le Cid*, Molière's *Le Misanthrope*; Racine's *Athalie*; Rostand's *Cyrano de Bergerac*; Compositions; Conversations; Fasnacht's *Grammar*; Lamartine's *Méditations*. Parallel reading for 1900: *Cinq Mars*; *Quatre-vingt-Treize*; *Histoire de la Littérature Française* (Duval).

German.

PROFESSOR KUSIAN.

MISS PURYEAR.

Text=Books.

Junior Class: Joynes-Meissner's *Grammar*; Exercises; *Geschichten Vom Rhein*.

Intermediate Class: Joynes-Meissner's *Grammar*; Harris's *German Compositions*; *L'Arrabiata*; Schiller's *Wilhelm Tell*; Lessing's *Minna von Barnhelm*; *Die Hochzeitsreise*; Conversation. Parallel reading for 1900: *Irrfahrten*; *Der Rittmeister von Alt-Rosen*; *Aus meinem Königsreich*.

Senior Class: Jageman's *Syntax and Composition*; Lessing's *Nathan der Weise*; Schiller's *Gedichte*; Goethe's *Hermann und Dorothea*; Conversation. Parallel reading for 1900: Heine's *Harzreise*, Scheffel's *Ekkehard and Trompeter von Säkkingen*; *Deutsche Litteraturgeschichte* (Wenkebach); *Meisterwerke des Mittelalters* (Wenkebach).

Post=Graduate Course in Modern Languages and Literature.

French.

Graduates in French of Hollins Institute and other accepted candidates are admitted to this course. Students must possess ability to translate standard modern French at sight, write easy prose in French, to follow a recitation conducted in French, and to answer in that language questions asked by the instructor.

The course of study embraces the following: Critical readings and studies in French Prose and Poetry, critical study of the different periods of French Literature, lectures on the history of the French Language, translating of English into French, conversation, extensive collateral private reading, on which examinations will be held and concerning which criticisms written in French will be required.

German.

Graduates in German of Hollins Institute and other accepted candidates are admitted to this course. Students must possess ability to translate standard modern German at sight, to write easy prose in German, to follow a recitation conducted in German, and to answer in that language questions asked by the instructor.

The course of study embraces the same scheme as in the French department.

IV. School of History and Political Economy.

MISS TERRELL.

In the Department of History there are three classes: Junior, Intermediate and Senior.

The Junior Class studies some elementary History of England, and of the United States, and Virginia. The aim of this class is to give the student a thorough training in the best methods of study and to forcibly show the difference between reading and studying History. Charts and maps are extensively used in this class.

TEXT-BOOKS: Short History of England (Gardiner); United States (Fiske). Parallel: Guerber's Histories (Greece and Rome).

The Intermediate Class pursues a general outline of Universal History and some elementary book on Government. Every effort is made to enable the student to acquire a thorough knowledge of the development of present conditions by studying those of the past. Lectures are frequently given, independent work required, and contemporaneous literature read.

TEXT-BOOKS: Myers's General History; Government Class Book (Thorpe).

The Senior Class makes a more thorough study of Greece, England and France, with special reference to the rise and establishment of liberal governments and the growth of litera-

ture and art. Lectures are given and parallel reading exacted. Political Economy is studied in this class.

TEXT-BOOKS: History of Greece (Botsford); The Greek Poets (Symonds); Old Greek Life (Mahaffy); Outline of Sculpture (Clement); The French Revolution (Morris); Short History of the English People (Green); Leading Facts of English History (Montgomery); Political Economy (Jevons); Civil Government (Fiske).

Each History Class devotes one hour a week to the discussion of topics of the day and general information. To accomplish the best results the student must spend much time in the Library and Reading-Room.

Students are admitted to the Senior Class if prepared for it, but for graduation must stand the examination upon the Intermediate course, as well as the Senior.

Post-Graduate Course.

In this class periods of special interest and importance are investigated, and effort is made to accomplish what is so much to be desired in this day of enlightened progress and grave issues—that women shall bring to the question of the living present the quickened interest and intelligent appreciation derived from a wise apprehension of the problems of the past.

TEXT-BOOKS: Guizot's History of Civilization; Emerson and Macaulay on History; Political Economy; Library Work, principally upon the questions of the day.

V. School of Mathematics.

MISS E. N. NEWMAN, Acting Professor, Session 1899-1900.

In this department there are four classes, as follows:

(1) *Junior I.* Elementary Algebra.

TEXT-BOOK: New School Algebra (Wentworth).

(2) *Junior II.* This class continues and completes the work begun in the preceding year.

TEXT-BOOK: New School Algebra (Wentworth).

(3) *Intermediate.* Plane and Solid Geometry.TEXT-BOOK : Phillips and Fisher's *Elements of Geometry*.(4) *Senior.* Trigonometry, Analytic Geometry.TEXT-BOOKS : Wells' *Plane and Spherical Trigonometry*, Wentworth's *Analytic Geometry*.

For admission into the Senior Class the student must give satisfactory evidence of a thorough preparation for it.

Post-Graduate Course.

In addition to the above, more advanced courses are offered in Plane and Solid Analytic Geometry, Theory of Equations, Determinants, Differential and Integral Calculus, and Higher Algebra.

VI. School of Physics.

PROFESSOR M. ESTES COCKE.

(1) *Physiography*.—The object of this class is to introduce the student into the study of the laws and phenomena of the material world. It includes the study of the earth, or Physical Geography, some elementary Physics, and a short course in Astronomy. A certificate of proficiency will be given upon satisfactory attainments.

TEXT-BOOKS : Thornton's *Elementary Physiography* ; Todd's *Astronomy*.

(2) A course in General Physics, including the study of Mechanics, Sound, Heat, Light, Electricity, and Magnetism. For entrance into this class a working knowledge of Arithmetic and Elementary Algebra is required. The mode of instruction is by the study of approved text-books, with lectures and experimental illustration, supplemented by laboratory work. The aim is to make the work in this class about parallel to that in the School of Chemistry, and a diploma is given upon its satisfactory completion.

TEXT-BOOK : Carhart and Chute's *Physics*.

Post-Graduate Course.

This course is designed to meet the wants of those who desire to pursue the study further than is possible in the class in General Physics. The subjects taken up and the amount of time devoted to each will be varied from year to year so as to suit, as far as possible, the wants and needs of the individual student. The work is largely theoretical in character, and to accomplish the best results it is necessary that the student have a knowledge of Algebra, Geometry, Trigonometry, and desirable that she be trained in the methods of Analytical Geometry and the Calculus. Laboratory work is given as in the General Course.

VII. School of Chemistry.**PROFESSOR PLEASANTS.**

The aim of the instructor will be to thoroughly ground his students in the doctrines of Chemical Philosophy in accordance with the latest and most approved views of the atomic theory. The non-metallic and the metallic elements, with their most important compounds, will be studied theoretically and practically, followed by a brief treatment of the more important of the Organic Compounds. The mode of instruction will be by study of approved text-books, with lectures and experimental illustrations, supplemented, as far as possible, by laboratory work.

TEXT-BOOK: Williams.

Post-Graduate Course.

This course is designed for those who wish to make a specialty of Chemistry in their general education, or to prepare themselves as teachers in that science. It can be taken only by those who have graduated in the general course. The work is done in the Laboratory under the supervision of the Professor, and consists of a full course of experimentation, instruction in the use of instruments, practice in the preparing of different chemical substances and in the methods of qualitative and quantitative analysis, and a fuller treatment of the industrial application of chemistry.

Botany.

The course of study embraces (1) Morphology, (2) Vegetable Physiology, (3) Systematic Botany or Classification. The method of instruction is by study of approved text-books, supplemented by lectures, by constant study of living forms and by experiment in which the student is made to observe for herself.

TEXT-BOOKS: Bergen's Elements; Gray's Structural Botany.

VIII. School of Moral Science.

PROFESSOR PLEASANTS.

Students applying for this work should have completed at least the equivalent of the intermediate courses in Mathematics and History, and should be reasonably familiar with the facts of Physical Science, including an elementary knowledge of the human body and its nervous physiology.

The course embraces work in Psychology, in Logic, and in Christian Ethics as the standpoint for an introduction to the History of Philosophic Thought. By means of experiment, of lecture, of reading and of discussion, so far as is possible in the time allotted, the requisite methods, facts, principles, and theories are learned. As educational, however, the aim is to foster and develop that balanced self-activity which is the goal of all education, since it is the only true preparation for life.

TEXT-BOOKS (used present session): In Psychology, Halleck; in Logic, Jevons; in Ethics, Peabody.

Post-Graduate.

Work in this course will embrace the History of Philosophy, and more advanced work in Psychology, Logic, and General Ethics, supplemented by discussion and written criticisms of the authors read.

Physiology.

DR. DRAKE.

Great emphasis is given to the importance of a knowledge of physiology and hygiene as constituting an indispensable part of the education of young ladies.

The method of teaching is by lectures and text-books, with quizzing on previous lessons assigned.

Demonstrations are made of the forms and functions of the various tissues and organs of the human body by dissection of parts of the lower animals, and are supplemented by the use of charts and models.

At intervals during the session, the resident physician delivers public lectures in the chapel on subjects of scientific and practical interest pertaining to physiology and hygiene.

TEXT-BOOK: The Human Body (Martin); supplemented by lectures, etc.

IX. School of Music.

PROFESSOR ALBERTI, Director, *Voice Culture, Theoretics.*

PROFESSOR BODELL, *Piano.*

PROFESSOR ELWELL, *Piano, Organ.*

MISS PLEASANTS, *Piano, History of Music.*

MISS HAYWARD, *Piano.*

MISS WINN, *Violin and kindred instruments, Piano.*

The School of Music has for its object the foundation and the diffusion of a high musical education, which, based on the study of classic masters, embraces whatever is good in modern art. The school endeavors to attain this end by well-grounded instruction, imparted not only to amateurs whose object it is to acquire a correct knowledge of music, but also to those who wish to devote themselves to music as artists and teachers. Most of the members of the Music Faculty have had the advantages of instruction in the Conservatories of Europe. There are over thirty (including three grand) pianos, two organs and other instruments in the Institution appropriated to the use of the School.

Fortnightly soirées are given throughout the session, at which the pupils acquire the ease and self-possession necessary to creditable performance before an audience. Lectures on musical topics and recitals are given from time to time by members of the Music Faculty.

Diplomas and Certificates.

Graduation in any branch of music is made to depend on the knowledge and ability of the pupil rather than on the length of time she has studied. A Diploma, with the title of Graduate in Piano Music, will be conferred upon any student who, after having accomplished the course of the Senior Class, gives proof of her qualifications by a public recital before the school in classical and modern Pianoforte Music. The candidate must also pass a successful examination in Theory and History of Music.

The pupil giving proof of fair ability and success in any class of music study is entitled to a *Certificate of Distinction*.

A *Certificate of Proficiency* is given for satisfactory final examination in the Senior Class of any single branch of music study.

The Course of Study.

embraces Pianoforte, Organ, Voice Culture, Violin, Theory of Music, History of Music, Chorus Singing and Ensemble Playing.

A.—Pianoforte.

Preparatory Class: Urbach, Damm (Piano Schools); Kœhler, op. 218; Czerny, op. 139; Lemoine, op. 37; Bergmueller, Zwintzsch, etc. Easiest pieces of classic and modern composers.

Junior Class: Lebert & Stark, I; Loeschorn, Technic and op. 52; Herz's Gammes; Easier Studies by Krause, Doering, Bertini, Kœhler and others. Sonatinas by Clementi, Kuhlau, Krause, Gurlitt, Loeschorn: pieces of Modern Music.

Intermediate Class: Czerny, Behrens, Velocity; Loeschorn, op. 66; Bertini, op. 29, op. 32; Heller, Studies for Rhythm and Expression; Cramer-Bulow; Octave Studies by Kullak, Loeschorn or Lœew; Bach, Inventions, Preludes, and Fuguetas; Sonatas by Hadyn, Mozart; Selections from Beethoven, Mendelssohn, Schubert, Schumann, Weber, Chopin, Field and modern masters; Heller, Gade, Grieg, Reinecke, Godard, Saint-Saens, Scharwenka, Rubinstein, Raff, Moskowski, etc.

Senior Class: Clementi's *Gradus ad Parnassum*; Czerny; Studies by Henselt, Moscheles, Jensen, Chopin, Liszt; Bach Well-Tempered Clavichord; Sonatas and other compositions by Beethoven, Mozart, Haydn, Bach, Handel, Schubert, Schumann, Weber, Chopin; Works of Liszt, Raff, Rheinberger, Gade, Henselt, Paderewski, Brahms, Dvorak and others. Piano Concertos of classical and modern composers.

B.—Organ.

Students of this instrument must have good attainments in piano playing, and ought to join the classes of Harmony, Counterpoint and Musical Form, as these studies are of special importance to organists. Special course is provided for those who wish to become professional church organists. All pupils will have opportunity for playing in public, either in concerts or during the chapel services. The student of exceptional technical abilities, who has passed through the theoretical examinations successfully, will be entitled to a *Diploma*, with the title of *Graduate in Organ Music*.

We have a pipe organ, built by Labaugh & Kemp, New York, of two manuals and two octaves, pedal with twelve registers and three couplers; also a reed organ, built by Story & Clark, Chicago, with nineteen stops.

The reed organ is taught as an independent instrument for home and church purposes.

Junior Class: Dunham, Organ School; Schneider, Pedal Studies; Bach, easy Fugues; Shelley, Gems for the Organ; Selections and pieces of medium difficulty by classic and modern composers.

Senior Class: J. S. Bach's Organ Works; Preludes, Fugues, and pieces by Handel, Mozart, Merkel; Sonatas by Mendelssohn, Merkel, Rheinberger, etc.; Works of Thiele, Hesse, Warren, Guilmant, Buck, Batiste, Saint-Saens, and others.

Practical instruction is given in Improvisation, Registration, Modulation, Transposition, and in the art of accompanying other instruments or the voice.

C.—Voice Culture.

The method taught is such as to develop and strengthen the voice, the first aim being beauty of tone and proper breath-control—then facility of execution. Exercises and studies by Concone, Vaccai, Panofka, Marchesi and others are used.

Songs are given as soon as the pupil has formed some idea of correct tone-production, and she is gradually made familiar with the best Italian, German, French and English composers.

In the selection of songs, not only proper regard as to the vocal abilities of the pupil is taken, but also their individuality of character and temperament is considered.

Pupils of sufficient advancement will have the advantage of training in concerted numbers. Quartets and choruses will be organized and drilled by the music director.

A vocal pupil who has successfully passed through the last course of Vocal Instruction, passed her examinations in Theory and History of Music, and given proof of her qualifications as a singer by a public recital, embracing all styles of vocal composition, is entitled to a Diploma as *Graduate in Vocal Music*.

A special course has been arranged for those wishing to prepare themselves to teach voice culture. The final test of ability in this course will be a public examination on all vocal topics and methods of voice culture.

Sight Singing.

Instruction is given in Sight Singing and Chorus Singing twice a week. This class is obligatory upon all vocal pupils, and open, without extra charge, to all pupils of the Music Department.

D.—Violin.

The plan of study in this department is designed to create a taste for music of a high order and to arouse enthusiasm for an instrument which is constantly growing in favor with young ladies.

The method of bowing used is that of the Royal High School, Berlin, and the plan of work aims at thorough preparation for foreign study, at the same time adapting itself to the needs of students who are not preparing to be artists or teachers.

The following is the plan of study :

Preparatory Class: Eichberg's Method for Violin ; Duos by Pleyel op. 8 ; Gibauer op. 10 ; Mozart—Duos, Sonatinas.

Junior Class: Schradieck's Scales; Eichberg, Duos of Pleyel op. 48; Sonatas of Mozart; Schubert Sonatinas; Sonatas of Haydn; Modern Classics; Ensemble Work.

Intermediate Class: Schradieck's Scales; Kayser's 36 Etudes; Dont's School of Mechanism; Sonatas of Haydn, Handel, Mozart; Best Modern Classical Compositions; Orchestra Work.

Senior Class: Schradieck's Scales and Arpeggios; Kreutzer's 40 Etudes; Fiorillo; Casorti's Bowing Studies; Tartini's Art de l'Archet; Duos of Viotte; Sonatas by Tartini, Handel, Beethoven; Concertos by Bach, Viotte, Spohr, Rodé; Modern Classics; Orchestra Work.

Ensemble Playing.

All students of the Intermediate and Senior Grades will be required to enter the orchestra, which has two rehearsals weekly. Students are required to play solos with orchestra, and members of the Senior Class to play the concertos of Rodé, Bach, Spohr, with orchestra before graduation. To meet the growing demands of the department, two ensemble classes for students of the Introductory and Junior Grades will be organized. These students will be transferred to the orchestra when prepared.

The Theory of Music.

The study of Music Theory Comprises General Music Knowledge, History of Music, Harmony, Musical Form, Analysis, Counterpoint and Composition. It is obligatory upon all Instrumental and Vocal Students who wish to receive a Diploma. The class in General Music Knowledge is obligatory upon all Instrumental pupils, until successful examination has been passed.

The study of Theory greatly facilitates a student's understanding and rendition of piano and organ music, and is indispensable for one who wants to make a specialty of music.

Junior Class: General Music Knowledge and History of Music.

Intermediate Class: Harmony and History of Music.

Senior Class: Modulation, Analysis, Form, Counterpoint and Composition.

Post-Graduate Course.

This course has as its object the further development of graduates and other accepted candidates. The branches taught in this class are (besides an advanced course in technics and theory of music): Theory and Practice of Teaching; Reading at Sight; Playing Accompaniments; Transposing Music. Students who pass through this course successfully are entitled to a Teacher's Certificate.

X. School of Art.

MISS STONE.

In this department Drawing and Painting are taught. A knowledge of the principles of drawing is essential to the successful study of any branch of Art; and accuracy of drawing is to be desired above all things. From the first lessons a few simple principles are taught; these form the basis for all work. By studying from objects, still-life, and nature, the pupil creates pictures and does not simply copy those made by some one else. It is the aim of the course so to train the mind and hand that the pupil becomes able to appreciate the highest and best in Art, and to produce, unaided, pictures which will be elegant and pleasurable ornaments for home.

Course of Art Study.

Class I. Elementary Drawing—Outline drawing from objects; outline drawing, details of human figure from casts; drawing from still-life, shaded in charcoal.

Class II. Figure Drawing and Painting—Heads from casts, still-life groups from objects, landscapes from an approved model or from nature. History of Art.

Class III: Painting in Oil and Drawing from the Antique in Charcoal.—Figures from the antique; still life groups; portrait heads from life shaded in charcoal; history of art and study of lives of eminent artists.

Pupils will be given test studies, on which will depend their advancement into a higher class.

A Distinction of Proficiency in Drawing will be given to

the student whose work admits her to the Art Students' League of New York, to which institution her drawings will be sent for examination. Applicants for a Proficiency in Painting must pass the examination for a Proficiency in Drawing, as well as for that in Painting.

An Advanced Course will be furnished those students who desire to fit themselves for teaching and for European art study.

An exhibition of the students' work is held at the close of each school year.

XI. School of Elocution, Dramatic Action and Physical Culture.

MISS TOWNSEND.

Elocution.

The purpose of this department is to make natural readers by means of the most thorough and comprehensive instruction for the development of effective delivery in all forms of expression. It is intended for a school of training and personal culture, and its object is to develop correct action of the mental and emotional natures, as well as the control of every outward manifestation, and to realize, as far as possible, a well-poised, harmonious individuality, capable of giving artistic expression to thought and feeling.

The system is based upon the principles of physiology, psychology, and art, aiming directly at the development of the student's native powers, and so giving full expression to the latent natural talent. The necessity for developing the technical skill for expression, as well as the mental and emotional powers, is recognized.

Much attention is paid to the careful analysis of selected specimens of literature. This embraces the study of the purpose of any composition to be rendered; its natural divisions of thought; the relation of these divisions to the underlying purpose of the whole and to each other; the climax of the whole and of each division; the thought of each sentence, and its comparative value.

The interpretation of literature requires not only imaginative power and emotional energy, but also the ability to direct this energy at will.

Course of Instruction.

1. *Vocal Technique*: (a) Respiration, (b) location and quality of tone, (c) flexibility of voice, (d) range and strength in delivery, (e) vocal hygienic principles, (f) defects of speech and remedies.—Lectures.

2. *Vocal Expression*: (a) Articulation, (b) emphasis, pitch, quantity, movement, (c) analysis, (d) emotions, (e) recitations.—Lectures, sight reading from classics and current magazines and papers.

3. *Dramatic Art*: (a) Application of gesture, (b) facial expression, (c) analysis of emotions, poses, plastiques, analysis of recitations for action, studies in pantomime from Shakspeare, Tennyson, and Browning.

Lectures on action, as demonstrated by Booth, Salvini, Jefferson, and Irving, with sketches from biographies, not as stage art, but as applied to art of reading.

Recitals before the Elocution Class by selected pupils. Each member of class not taking part is required to give criticism on the numbers.

Study of Selections from Shakspeare, Tennyson, Ruskin, Eliot, the Brownings and recent writers, embracing studies in fiction, pathos, adventure, and dialect.

Special Work in arranging readings and plays—platform technique.

Recitations: Descriptive, Logical, Poetic, Dramatic, and Humorous.

Physical Culture.

(a) *Movements of Body*: (b) limbs and feet, (c) muscular development, (d) health-giving exercises, (e) lectures, (f) practice in gymnasium.

TEXT-BOOK: Posse's *Special Kinesiology of Educational Gymnastics*.

A Teachers' Course

For training of those who wish to prepare for professional work as teachers. During this course the pupil is trained from the foundation in natural, practical work. Defects of body, voice, and action are first overcome. Pupils are taught by lectures and practical application. *Individuality* is insisted upon.

The examinations are rigid, and certificates given only when creditable examinations are passed and practical work done. This certificate admits to New England Conservatory College of Oratory, Boston.

Special Course: For those who wish to become pleasing readers.

Preparatory School.

MISS RUDD.

The Instruction in the Day School connected with this department embraces all subjects usually taught in common schools, commencing with the lowest grade of studies: Spelling, Defining, Reading; Primary and more Advanced History; Primary and Reasoned Arithmetic; Civil, Descriptive, and Physical Geography; English Grammar; Penmanship; Composition.

From 9 o'clock a. m. to 4 o'clock p. m. the pupils of this School sit together in a room, properly fitted for the purpose, under the constant supervision of a teacher, two recesses being allowed during this time.

The aim of the teacher in this school is not only to teach the contents of text-books, but also to quicken the perceptive and reasoning powers of pupils.

Text-Books.

Baldwin's Readers; Stepping-stones to Literature; Webster's Dictionary; Gilbert's Studies in Words; Frye's Geographies; Frye's Brooks and Brook Basins; Southworth's Arithmetics; Histories of France and England (Yonge); Physiology (Pathfinder No. 2); History of United States (Mrs. Lee); Sheldon's Language Lessons.

Bookkeeping.

MISS SCOTT.

The science of accounts is taught by a course of instruction—theoretical and practical—in Bookkeeping by single and double entry.

If the student does not write a fair, legible hand, it will be the aim of the instructor first to remedy this defect. She will be practised in commercial forms and calculations. Meanwhile, the principles of the science of Bookkeeping will be gradually developed by study of the text-book, by lectures of the teacher and by practical exercises. This study, besides the direct practical application, affords a mental discipline equal to that afforded by most branches of study.

TEXT-BOOK: Bryant and Stratton.

Stenography and Typewriting.

MISS SCOTT.

A thorough course in Typewriting and Stenography is pursued, and the student is given practical instruction in writing business letters, reporting addresses, etc.

TEXT-BOOK : Phonography (Munson).

The Holy Bible and the Lord's Day.

The sacred Scriptures are read daily before the whole school, and this exercise is accompanied with appropriate devotions. The school is also divided into classes, each of which recites on the Sabbath day a Bible lesson to some one of the officers or to more advanced pupils.

The pupils of the Institute enjoy, moreover, the advantages of religious exercises most frequently twice every Sunday. The exercises consist of sermons by approved ministers of different denominations; lectures and addresses by officers of the school, and other services.

All sectarian influences, from whatever quarter, are positively forbidden.

In addition to regular Bible lessons for the whole school on Sundays, provision is made for a more scholastic and critical study of the Word of God during the week by such young ladies as may elect to do so.

Examinations, Certificates, Diplomas, Medals, Etc.

Examinations.

Pupils coming to this school are subjected to no rigid examinations before entering the different classes. To subject them to such examination would place them at disadvantage, more especially those from distant sections, on their first entrance among strangers. Hence, they are at first placed in such classes as their own statement as to degree of advance-

ment indicates they are prepared to enter, and changes are made after *actual* test in the daily recitations, if necessary.

Long experience has convinced us that two examinations (Intermediate and Final) only during the session subject girls to a degree of mental tension and physical fatigue injurious to health and not productive of best results. It has, therefore, been determined to increase the number of examinations, making each less taxing to the energies of both mind and body, but not less effective in determining the true standard of each pupil. The examinations will occur at the completion of specific portions of the course in each department of study.

Reports.

Daily records of the attendance, deportment, and scholarship of the pupils are kept, from which quarterly reports are made and forwarded to parents and guardians. The value of each recitation or exercise is marked by numbers, one hundred being the maximum, and signifying perfect. The standing of the pupil for the quarter is the average of her daily marks. In these reports a general average of the grades attained in all her studies is also made. As a means of exciting to diligence and emulation, these reports are read in the presence of the whole school.

The Golden Report.

Reports in which the general average of scholarship is as much or more than $87\frac{1}{2}$ (one hundred being the highest grade) are called "Golden Reports," and by way of distinction are printed in golden type. This honor is attainable by any pupil in the school, whether in the highest or lowest classes. To attain this distinction the pupil's mark in deportment must be perfect.

Medals.

Five medals are offered in this Institution as rewards of diligence, and as acknowledgments of excellence in certain arts and accomplishments not properly embraced in a diploma.

1. President's Medal for Scholarship.

This is offered by Charles L. Cocke, Superintendent, to that young lady who, in the regular Collegiate Department, has maintained throughout the session the highest standard in daily recitations and in examinations.

2. Medal for Excellence in English Composition.

This medal is offered by Dr. F. L. Wood, of Roanoke, and is awarded, without special contest, to that young lady who, in the judgment of the Professor, is the best writer of English. As an evidence of her work she is required to write, upon some subject assigned by the Professor, an essay to be read on Commencement day, and to be published in *The Semi-Annual*.

3. Medal for Piano Music.


This medal is awarded to the young lady graduate or post-graduate, who, in the judgment of the Musical Faculty, is the best exponent of piano music.

4. The Rosalie Farish Peyton Prize for Vocal Music.

This medal is offered by Mrs. Woodward and Mrs. Fitz, of Staunton, Va., and is awarded to the young lady who, in the judgment of the Musical Faculty, is the best exponent of voice culture.

5. Medal for Elocution.

This is awarded by the Instructor to the best elocutionist.

 These medals indicate not merely relative, but absolute excellence in the studies, or arts, for which they are conferred. No medal will be conferred unless the young lady has attained a high degree of merit worthy of such recognition.

Certificates and Diplomas.

The degrees awarded as the result of examination are the following, viz :

1. CERTIFICATE OF DISTINCTION.
2. CERTIFICATE OF PROFICIENCY.
3. DIPLOMA IN SINGLE DEPARTMENTS.
4. DIPLOMA FOR SPECIAL DEGREES.
5. DIPLOMA FOR FULL GRADUATES.

I.

A *Certificate of Distinction* is given at each Examination when the student has passed successfully upon the studies pursued up to that time.

II.

A *Certificate of Proficiency* is given after satisfactory examination upon certain special studies, either not included in the course for a diploma or upon certain portions of the regular departments.

III.

A *Diploma* will be awarded, after satisfactory examination, in each department named on Page 37.

IV. Degrees.

The *Eclectic Degree* will be conferred when the student has received four diplomas—two from the Collegiate departments; the other two optional.

The *Classical Degree* will be conferred when the student has received four diplomas—Latin or Greek and French or German essential; the other two optional.

The *Philosophical Degree* will be conferred when the student has received four diplomas—Moral Science and History essential; the other two optional.

The *Scientific Degree* will be conferred when the student has received five diplomas—Physics, Chemistry and Mathematics essential; the other two optional.

The *Literary Degree* will be conferred when the student has received five diplomas—English Language, English Literature and History essential; the other two optional.

V. The Degree of Full Graduate.

This degree, the highest honor of the school, will be conferred when the student has received diplomas in the following departments: English Language, English Literature, Latin, French or German, History, Mathematics or Physics, Chemistry and Moral Science.

Candidates for any one of the degrees mentioned in Sections IV and V must submit to the Board of Instruction an Essay of approved merit, composed by herself, upon some literary or scientific subject. This Essay must be submitted to the Faculty by the first day of May.

Sessions, Terms, Etc.

The Annual Sessions of this Institute open in the month of September, on Wednesday, and continue until the following June. The particular day of the month is announced from year to year.

The fifty-eighth session will open on the nineteenth day of September, 1900, and continue to the first Wednesday in June, 1901.

Students should be present on or before the first day of the session. No deduction from regular charges will be made for absence previous to the first day of October. Those who register after that date are charged from the day of entrance to the close of the session. No deduction is made for temporary absences during the session.

Students who leave for other than afflictive providential causes are charged at regular rates to the close of the session. This requirement is made for the obvious reason that the absence of a pupil does not diminish at all the expenses of a school; her teachers and all employés are paid in full to the end of the session, and every provision is made for her as though she were present. Moreover, by her absence a vacancy is made which another applicant might have filled, not for a single session only, but perhaps for several. Hence such a regulation in this and in all schools of the better class.

Rates for Board, Tuition, Etc.

(FOR SESSION OF NINE MONTHS.)

For Full Board and Tuition in Literary Studies (two or more) . . \$250 00

The term *Board* includes furnished bed-room, public rooms, table fare, servants' attendance, physician's fee, infirmary attention, laundry and lights. Pupils furnish only towels and napkins.

The term *Tuition* includes instruction in all Languages and Sciences. No extra charge made for any branch of study in the regular Literary and Scientific Courses.

For a partial course in literary studies, combined with special courses in Music, Art, etc., charges are adjusted to suit each case.

When two pupils come from the same family a deduction of six per cent. is made on the charge for board and tuition in literary studies; but no deduction is made on fees for special studies.

The daughters of ministers of the gospel pay \$186.00 for board and tuition in literary courses. No further deduction, however, is made in such cases when two or more come from the same family. For special studies they pay the regular fees.

Special Studies.**Music.**

Ample provision is made, both as to equipment and instruction, for the study of music.

We employ six, or more, accomplished and experienced teachers trained in the best European and American schools. Under their instruction students may reach the highest standards to which the best conservatories take their pupils, provided the same time is given to the study as in such conservatories.

Charges.

(FOR SESSION OF NINE MONTHS.)

Piano	\$50 00 to \$75 00
Pipe Organ	75 00
Voice Culture	60 00
Violin	50 00
Mandolin	45 00
Guitar	45 00
Intermediate Class of Theory	15 00
Senior Class of Theory	25 00

Art and Elocution.

These schools are presided over by ladies of the best equipment for their work, and results are satisfactory.

Charges.

Art . .	{ Drawing }	} . . .	\$50 00
	{ Painting, (Oil, China, Water Colors, Tapestry) . . }		
Elocution (class)			20 00
Elocution (special)			40 00
Physical Culture			10 00

Stenography, Typewriting and Bookkeeping.

Each,	\$30 00
Any Two,	40 00
All Three,	50 00

Fees.

Library and Reading Room,	\$2 00
Ministers,	1 00
Single Diploma,	1 00
Degree Diploma,	3 00
Full Diploma,	5 00

Payments are made, one-third on day of entrance, one-third on fifteenth of December, and one-third on fifteenth of March.

Special studies are allowed only with permission of parents or guardians. When begun, however, they can not be discontinued without payment to the close of the current half session.

Regular lessons in Music and Elocution are given twice weekly. When students devote their whole time to such studies more lessons are given and at extra cost. The charges given above are for regular lessons, and in music one hour daily practice, in addition to lessons.

Text-books, sheet-music, stationery, etc., are furnished at city prices for cash or quarterly payments.

Pupils boarding with families on the premises or in the neighborhood make their own terms for board, and pay only tuition fee—for regular collegiate course, sixty dollars, and for preparatory course, thirty dollars; no extra charge is made to them for use of public rooms.

For all extra lessons in special studies a charge at regular rates is made, and when in the Department of Music extra hours

for practice are demanded, for each such hour of daily practice a charge of ten dollars per session is made for piano and fifteen dollars for pipe organ.

No charge is made for transportation of pupils and their baggage from and to our railroad station at the opening and close of the session. For all other transportation, however, a reasonable charge is made.

Cottages for Rent.

There are two well constructed cottages of eight and ten rooms respectively on the Institute grounds. They are rented from year to year by parties who prefer to be with their daughters while at school. Those who rent them may receive boarders at their own charges, provided such boarders are subject to the regulations of the school. These cottages are of recent construction and are well finished, commodious and comfortable. Both are supplied with water. One is heated by steam and the other by open grates. Apply to the Business Manager for terms.

Boarding Department.

All pupils connected with the Collegiate Department, boarding on the premises, occupy their own private rooms during study-hours, except when attending lectures or other exercises. These rooms are kept comfortably warm by steam-heat from early dawn till 10 o'clock p. m. The bed-rooms are furnished with all needed articles for comfort and convenience, and the pupils are constantly supervised by the officers.

Pupils connected with the Preparatory School, both boarders and day scholars, study together in a large and properly fitted room, always kept at a comfortable temperature and properly ventilated.

The Boarding Department is conducted by the Superintendent, aided by competent sub-officers.

The Dining-Room is on the second story, connected with the other buildings by covered ways. It is commodious and attractive, with ample culinary attachments.

Young ladies who wish to enjoy the salubrity of a mountain climate and the benefit of mineral waters during the

summer months, are boarded at twenty dollars per month during vacation, under proper supervision, and when they desire it their relatives are also boarded during vacation months at twenty-five dollars per month.

When patrons of the school and friends of the young ladies visit in the school, they will be charged at the rate of one dollar a day for visits protracted longer than twenty-four hours.

Information for Patrons.

1. This Institute owns a tract of land of one hundred and fifty acres in the county of Roanoke, and one and a half miles from Hollins Station, on the Norfolk and Western Railway. Near the center of the tract its buildings are located, thus excluding them from the annoyance of close proximity to public thoroughfares. All persons living in the buildings, whether pupils and officers or others, are under the supervision and regulations of the Institute. These premises are beautiful and attractive, but are kept posted according to law, and are not allowed to become a resort for the indiscriminate public.

2. *Parents are asked not to give permissions which conflict with the regulations of the School. All permissions as to taking up and dropping studies, visiting, going home, etc., etc., should be communicated directly to the Superintendent. Parents at a distance do not always understand the conditions involved and sometimes give permissions which they would withhold were they cognizant of the facts in the case. They are advised to acquaint themselves with the views of the School before giving such permissions.*

3. In cases of sickness, as soon as symptoms of serious disease manifest themselves, the friends of the patient are informed by telegraph or letter, every attention in the meantime being given which could be bestowed were they present. Comfortable and pleasant rooms are provided for those who may become sick, or even slightly indisposed, that they may

be away from the hurry and bustle of school exercises and under the care of the matron for the sick. It must not be inferred that when a pupil is taken to these rooms she is necessarily very sick; for it often happens that girls are removed to the infirmary merely to give them mental rest and quietude.

4. When, in case of sudden emergency, pupils are called home, instructions should be sent, *not to the pupil*, or some third party, *but to the Superintendent*, who will make ample provision to meet the case, whatever it may involve. When pupils are committed to others than officers of the school, or authorized to make visits, or to go home at the close of the session with other parties, written instructions should be sent to the Superintendent; and in such cases the Institute is released from responsibility as soon as such instructions shall have been fulfilled. The Institute does not allow its pupils to be absent from the premises during the night, except with immediate relatives.

5. Absence from Examinations is highly injurious to the good order and success of the school; for these examinations are not only a test of scholarship and an important means of mental training, but they constitute a powerful incentive to diligence and successful study.

6. *Some parents do their children a wrong by calling them from school before the closing exercises of the session. As soon as such permission reaches the student she is not only inclined to neglect her own studies, and thus fail to pass successfully her final examinations, but she becomes a disturbing element in the school. Moreover, when a pupil leaves before the closing exercises a general unfavorable impression is made as to the cause of her leaving.*

7. This Institute does not allow its pupils to receive the attentions of gentlemen, whether such attentions are approved by the parents, or guardians, or not. When it is absolutely necessary for calls to be made by gentlemen, whether relatives or friends, they should invariably present letters of introduction and instruction to the Superintendent, and even then such calls must not be too frequently repeated. We can not assume the responsibility of supervising such associations of young ladies committed to our care—it is the province of immediate relatives. The proper social culture of the pupils, however, is

not neglected. All the teachers and their families reside on the premises, and, under proper regulations, the freest social intercourse is enjoyed. On frequent occasions, also, the parlors of the Institute are open for social entertainments, at which none other than the teachers and their families are expected to attend, save by special invitation of the Superintendent.

Commencement.

The closing exercises of the session are held annually in the month of June. On this occasion diplomas and certificates awarded to successful students, are conferred, and addresses are made by distinguished invited speakers.

Literary Societies.

Of these there are two connected with the Institute, the Euzelian and the Euepian. Their weekly meetings are of great interest and profit to the members. The exercises are varied; reading from standard authors and from the leading magazines of the day are a potent means of improvement, but the center of power and of interest lies in the original work of the members themselves—in essays, written debates, and in the general discussion of questions practical and literary. Thus not only training is secured, but no inconsiderable store of information. Best of all, the student, bringing to bear upon the subject under consideration what she has learned in difficult lines, discovers for herself something of that unity and harmony of knowledge which so fires the mind to further search. Though the Faculty show their interest by visits and occasional suggestions, yet the control and conduct of the societies lie wholly with the members themselves. This encourages a freedom of thought and a zest for action which is most broadening, and which is counterbalanced by the recognition

on the part of the girls of the responsibility devolving upon themselves to do and be only what is worthy of this Institute.

The societies send out two publications, "*The Semi-Annual*," which appears in February and June, and "*The Spinster*," which appears about the close of each session. These publications are well conducted and are sources of great pleasure and profit to the students having them in charge, as well as to the school at large.

With rare exceptions, those who have attained marked success as students in this school have been members of one or the other of these organizations. Therefore, parents who desire to secure for their daughters breadth of culture would do well in urging them to avail themselves of this means of growth.

Each society has a commodious hall appropriately furnished.

The Euzelian Scholarship.

This scholarship, founded in 1896 by the Euzelian Society, is designed to assist deserving but needy students in the attainment of higher training in English and other branches of a liberal course of instruction. It entitles the incumbent to free tuition in the full collegiate course for one session.

The conditions of incumbency are that the beneficiary shall be a member of the Euzelian Society, or shall become so immediately upon receiving the appointment; that she shall be of such maturity of mind and character, and shall have reached such a stage of advancement in collegiate work, as shall qualify her to enter Senior or Graduate classes in Hollins Institute; and that the Senior course in either English Literature or English Language, unless both have already been completed, shall be one of the courses elected.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the Superintendent of the Institute, the Professor of English, and the final President of the Euzelian Society. In making the appointment, the committee will be

guided, not by scholarship alone, but also by other evidences of peculiar fitness; and more especially by a consideration of the need, on the part of the applicants, of the assistance applied for.

The Euepian Classical Degree Scholarship.

This scholarship, founded in 1900 by the Euepian Society, is designed to assist deserving students in the securing of the Classical Degree of Hollins Institute. It entitles the incumbent to free tuition in the full collegiate course for one session, or two, if necessary.

The conditions of incumbency are that the beneficiary shall be a member of the Euepian Society, or shall become one immediately upon receiving the appointment; that she shall be of excellent character, and shall be sufficiently mature in mind to qualify her to enter Senior classes in Hollins Institute; and that the Senior course in Latin, one of the Modern Languages and English Literature be among the four courses elected for the degree.

The appointment of this scholarship is to be made at the close of each session for the session following, and by a committee consisting of the Superintendent of the Institute, the professors of Ancient Languages, Modern Languages and English Literature, and the four final officers of the Euepian Society.

The Young Women's Christian Association.

This association has as its object the promotion of the religious interests of the students. Though the privilege of membership is extended to the Faculty, the active work and the direction of the association are entirely in the hands of the students themselves. A short service is held weekly in the chapel, and also a monthly missionary meeting; and the fund

raised by voluntary contributions and small monthly dues, is employed in educating a Christian Chinese girl. The association works in various ways to promote right living, and is a prominent and powerful factor for good in the Institute.

Alumnæ Association.

This organization meets annually during Commencement. Due notice is given each year by the executive committee as to the day and hour of meeting. The object of the Association is to foster among the Alumnæ sentiments of affection for their Alma Mater and of regard for each other. All ex-pupils are eligible to membership. The officers are as follows:

President: Mrs. W. H. Wilmer, of Washington City.

Vice-Presidents: Mrs. C. W. Scrimgeour, of Galveston, Texas; Miss Ella H. Miller, Lynchburg, Va.

Recording Secretary: Miss Marian S. Bayne, Hollins Institute.

Corresponding Secretary: Miss Thalia S. Hayward, Hollins Institute.

Treasurer: Miss Hallie Battaile, Boggs, Va.

Executive Committee: Mrs. E. E. Shieb, Blacksburg, Va.; Miss E. Charles Harmon, Mossy Creek, Va.; Mrs. W. C. Williams, Washington, D. C.; Mrs. D. H. Scott, Roanoke, Va.; Miss Sarah Dunnington, Charlottesville, Va.; Miss Elizabeth Puryear, Hollins, Va.

The Reading-Room and Alumnæ Library.

These rooms, adjoining each other, are two of the most attractive within the precincts of Hollins.

The reading-room is large, bright, comfortably furnished, thoroughly heated, and finely equipped with a most valuable collection of current literature.

The Alumnæ Library, while not large, is well selected; it contains the best standard works in prose and poetry, histories, and a number of well-chosen reference books, encyclopædias, dictionaries and mythologies.

These rooms are self-supporting; *the fee is \$2.00, which must be paid to the Assistant Librarian at the opening of the session.*

Faculty Concert.

October 7th, 1899.

PROGRAM.

- 1 ORGAN—"Theme with Variations" Lux
Mr. Charles H. Elwell.
- 2 VIOLIN—"Introduction and Gavotte" Ries
Miss Edith Lynwood Winn.
- 3 ARIA—"It is Enough" (Elijah) Mendelssohn
Mr. Louis Alberti.
- 4 PIANOFORTE—"Novelette, op. 21, No. 1." Schumann
Miss Mary M. Pleasants.
- 5 RECITATION—"The Soul of the Violin" Merrill
(Violin Accompaniment by Miss Winn.)
Miss Pauline Sherwood Townsend.
- 6 PIANOFORTE—(a) "Mazurka." Chopin
(b) "Venezia Barcarole" Liszt
(The tide rising from the Adriatic Sea. The strain of a barcarole
sung by two voices. The moon spreading her silvery light over the water.
The hours of the midnight chime from Sant Marcus, mingling into the
dying sounds of the music.)
(c) "Paraphrase de Concert" Raff
Mr. Carl Bodell
- 7 VIOLIN—(a) "Berceuse" Godard
(b) "Perpetuum Mobile" Bohm
Miss Winn.
- 8 PIANOFORTE—"Two Love Songs" Ethelbert Nevin
Miss Pleasants.
- 9 STUDIES WITH DOVE—Original Work.
The Salute An Easter Thought At Rest
The Flight The Message Affection
The Caress At Play Protection
Salute
Miss Townsend.
- 10 PIANOFORTE—"Polonaise Brillante" Weber-Liszt
Mr. Bodell.
- 11 VOCAL SOLO—"Will-o'-the-Wisp" Cherry
Mr. Alberti.
- 12 PIANOFORTE—"Concerto in D Minor" Rubinstein
(a) Andante. (b) Allegro.
Solo Piano: Mr. Elwell.
Piano II (orchestra): Mr. Bodell.

Students' Concert.

Saturday, December 16th, 1899, 7:30 P. M.

PROGRAM.

1. OVERTURE to "Marriage of Figaro" Mozart

PIANO QUARTETTE AND ORCHESTRA.

Piano I—Misses Mary M. Pleasants and Ethel Lipscomb.

Piano II—Misses Teddie Edrington and Mabel McLaughlin.

ORCHESTRA.

First Violins—Misses Edith Lynwood Winn, Rosa Cocke, Susie Williams.

Second Violins—Misses Kathryn Goodell, Marguerite Allen and Margaret Braswell.

Viola—Miss Margie Miller. 'Cello—Mr. Charles H. Elwell.

Contra-Bass—Miss Edwina Edens. Timpani—Miss Annie Myrtle Seago.

2. PIANO DUO—"Titania," Fantasie de Concert Lefebvre-Wely

Piano I—Miss Annie May Gibson.

Piano II—Miss Julia Deyerle.

3. VOCAL TRIO—"Laughing Song" Martini

Miss Marie Estes, Miss Edith Mallory and Mr. Louis Alberti.

4. PIANO SOLO—"Nocturne" Chopin

Miss Mattie Cocke.

5. RECITATION—"Rescue of Lucknow" Chapman

Miss Mary Margaret Mills.

6. VIOLIN SOLO—"Scene de Ballet" De Beriot

Miss Kathryn Goodell.

7. PIANO SOLO—Concerto in G Minor (First movement) . . Mendelssohn

Miss Edwina Edens.

Orchestral Parts on Second Piano, Mr. Charles H. Elwell.

8. MORNING HYMN from "La Vestale" Spontini

SOLI, CHORUS AND ORCHESTRA.

High Priestess Miss Edith Mallory

Julia Miss Thalia Hayward

Piano I—Miss Daisy Estes.

Piano II—Miss Kate Thorpe.

9. PETTICOAT PERFIDY Sir Charles Young

(A Comedietta in One Act, Produced at Court Theatre, London.)

CHARACTERS.

Mrs. Montrevor Miss Eugenia Townsend
 Mrs. Norwood Jones (a widow) Miss Mills
 Juliette (French Maid) Miss Reed

10. PIANO SOLO—Introduction et Valse Lente Sieveking
 Miss Mary Dill.
11. ORGAN SOLO—Offertoire in E flat Batiste
 Miss Mabel Sims.
12. PIANO SOLOS—(a) “Morning Song” (Pastorale) Carl Bodell
 (Summer Morning in the Black Forest—The Angelus—Sunshine—
 Birds Singing.)
 (b) “Mazurka” Schulhoff
 Miss Annie Myrtle Seago.
13. POSES PLASTIQUES (Copyrighted) Kelly
 Salute, The Vase, The Leper, The Fountain, Antiope carried off by
 Theseus, The Revel, Niobe, Song of the Minstrel, Laocoon,
 Sculptor's Atelier, Fight for Standard, America
 and the Nations.

Pantomime Class—Misses Mills, Kefauver, Reed, E. Townsend, K. Tupper,
 Webster, Moss, Porter, Sykes, Hodges, Nall, and Hudson.

Students' Concert.

April 7th, 1900.

PROGRAM.

OVERTURE OF "MASANIELLO" Auber
Orchestra.

PIANO SOLO—Nocturne in F Minor Chopin
Miss Janet Smith.

VOCAL SOLO—Berceuse (Jocelyn) Godard
Miss Minnie Freeman.
Violin Obligato by Miss Rosa Cocke.

PIANO QUARTETTE—King's Hussars' March Leonard
Piano I. Misses Cornelia Allen and Lucile Carter.
Piano II. Misses Hallie Dickinson and Sadie Horner.

DUKE DEODONATO'S DECREE Anthony Hope
Dramatized by Senior Class in Elocution from story
"Marriage by Compulsion."
Scene I and II. The Duke's Council Chamber.

CHARACTERS.

Duke Deodonato Miss Lois Sykes
Dulcissima Miss Mary Mills
President of Council Miss Anita Penn
Dr. Fusbius, Ph. D., who advocates marriage
by compulsion, Miss Katherine Tupper

Crown Lawyers, Judges and Courtiers are :
Misses Moss, Porter, Blanchard, Hodges, Booth, Nall, King, Watts.

PIANO SOLO—The Spring Blumenthal
Miss Frances Girard.

SOLO AND CHORUS—The Water-Nymph Rubinstein
Soloist, Miss Edith L. Winn.
At the piano, Mr. Charles H. Elwell.

PIANO SOLOS—(a) Ondine Etude Rubinstein
(b) Valse Chopin
Miss Frances Wootters.

DUOS FOR VIOLINS Wohlfahrt
Allegro, Andante, Allegro Vivace.
Misses Winn and May Phelps.
At the piano, Miss Annie Myrtle Seago.

ORGAN SOLO—Christmas Offertory Lemmens
Miss Daisy Estes.

PIANO SOLOS—(a) Nocturne Chopin
 (b) Pierette Chaminade
 Miss Mary Shell.

CHRIST IS RISEN Hammerel
 (Arranged for Solo and Chorus by L. Alberti.)
 Soloist, Miss Edith Mallory.
 At the organ, Mr. Elwell.

PIANO SOLO—Tremolo Etude Gottschalk
 Miss Ina Hodges.

NARROW ESCAPE—Comedietta Re Henry

CHARACTERS.

Miss Steele, A. B., M. A., D. C. L., Ph. D., } Miss Eugenia Townsend
 who has passed with honors, }

Miss Amy Lorrimer, her volatile friend, who "loves } . Miss Aimée Reed
 men better than books."

Piano Recital.

(Mr. Bodell's Class.)

May 11th, 1900.**PROGRAM.**

- | | |
|--|-------------------|
| 1. POLONAISE | Lack |
| Louise Monroe. | |
| 2. HUNGARIAN | Sthiel |
| Anna Kusian. | |
| 3. BARCAROLE AND VALSE | Binet |
| Ethel Numsen. | |
| 4. FANTASIE—(Les Adieux) | Weber |
| Sallie Jones. | |
| 5. BOURRÉ | Bach |
| Sallie Coker. | |
| 6. GUITARRE CAPRICE | Cecile Chaminade |
| Lily Tinsley. | |
| 7. VALSE BRILLANTE | Schulhoff |
| Bertha Lloyd. | |
| 8. LES HIRONDELLES (the Swallows) | } . . . Godard |
| Teddie Edrington. | |
| 9. EN VALSANT | |
| Bonnie King. | |
| 10. BERCEUSE | } . . . Godard |
| Keatts Biscoe. | |
| 11. BOLERO | |
| Mabel Fuller. | |
| 12. "SHEPHERD'S TALE" and "Shepherds All and Maidens
Fair" From "In Arcady" | Nevin |
| Mabel Bassett. | |
| 13. WITCHES' DANCE | McDowell |
| Margaret Braswell. | |
| 14. (a) SONG WITHOUT WORDS | Mendelssohn |
| (b) MI TERESITA | Teresa Carreno |
| Lenora Cocke. | |
| 15. PERSIAN MARCH | Strauss-Grünfeld |
| Frances Wootters. | |
| 16. SPANISH SERENADE | } . . Carl Bodell |
| Ina Hodges. | |
| 17. A DREAM | |
| Sadie Cavitt. | |
| 18. MOORISH PATROL | } . . Carl Bodell |
| Mary Reeves. | |
| 19. PASTORALE VARIÉE | Mozart |
| Anna Myrtle Seago. | |
| 20. SONATA (first movement) | Beethoven |
| Martha Cocke. | |
| 21. FAUST VALSE | Gounod-Jaell |
| Mabel Sims. | |

Piano Recital.

(Mr. Elwell's Class.)

May 12th, 1900.

PROGRAM.

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|----|---|------------------|
| 1 | ORGAN SOLO—Andante | Dunham |
| | Miss Daisy Estes. | |
| 2 | CONCERTO, D Minor—First Movement | Mozart |
| | Miss Minnie Freeman. | |
| 3 | SONATA—Op. 27, No. 1—Andante, Allegro | Beethoven |
| | Miss Mary Shell. | |
| 4 | Norwegian Bridal Procession | Grieg |
| | Miss Pauline Funk. | |
| 5 | SPRING FLOWERS—No. 2 | Gade |
| | Miss Katie Neff. | |
| 6 | SICILIENNE—Caprice | } Lack |
| | Miss Ethel Gill. | |
| | CABALETTA | |
| | Miss Lucy Camp. | |
| | GONDOLINA | |
| | Miss Annie Hume. | |
| | CAPRICE—Redowa | } |
| | Miss Janet Smith. | |
| 7 | ORGAN SOLO—Berceuse | Guilmant |
| | Miss Bonnie King. | |
| 8 | ARABESQUE | Chaminade |
| | Miss Mary Harman. | |
| 9 | DUET—Midsummer Night's Dream | Mendelssohn |
| | Miss Carrie Garrison. | |
| 10 | AIR DE BALLET | Bachmann |
| | Miss Lila Warn. | |
| 11 | IMPROVISATION | Bendel |
| | Miss Edwina Edens. | |
| 12 | (a) VALSE—C sharp Minor | Chopin |
| | (b) ETUDE | A. Lambert |
| | Miss Eleanor Gathright. | |
| 13 | CONCERTO—C Minor (First Movement) | Beethoven |
| | Miss Mary Dill. | |
| | (II Piano) Miss Edwina Edens. | |

Piano Recital.

By Misses Kate Thorpe and Daisy Estes.

May 19th, 1900.

PROGRAM.

1. SONATE Grieg
Allegro, Andante, Menuetto, Allegro con fuoco.
Miss Daisy Estes.
2. BALLADE AND POLONAISE Vieuxtemps
Miss Rosa Cocke.
3. SONATE (Moonlight) Beethoven
Miss Kate Thorpe.
4. READING—Act II, Scene 2, Henry VIII Shakspeare
Queen Catherine's Defense.
Miss Townsend.
5. (a) SARABANDE Raft
(b) ALLEGRO Beethoven
(c) CHANSON BRÉTONNE Chaminade
Miss Daisy Estes.
6. (a) NINON Tosti
(b) LE SAIS TU ? Massenet
Mr. Louis Alberti.
7. RHAPSODIE D'Auvergne Saint-Saens
Piano and Orchestra.
Orchestral Part for a Second Piano,
Miss Kate Thorpe.
Piano Second,
Mr. Carl Bodell.

Organ Recital.

By Miss Mabel Sims.

May 26th, 1900.

PROGRAM.

DUET—Fantasia, op. 76 Dr. Volckmar
Miss Sims. Mr. Elwell.

QUARTET FOR VIOLINS—Nocturne from “Midsummer Night’s Dream”
Mendelssohn

TOCCATA AND FUGUE—D Min. J. S. Bach

PASTORALE G. Merkel

FANFARE J. Lemmens

READING—(a) “Swing High, Swing Low” }
(b) “The Rockabye Lady” } Field
Miss Townsend.

(Violin Obligato Miss Winn . . . Music by De Koven)

OFFERTORY—D flat Salome

OFFERTORY ON CHRISTMAS HYMNS Guilmant

VOCAL SOLO—“The Two Grenadiers” Schumann

FINALE FROM SUITE FOR ORGAN AND STRINGS Rheinberger

Commencement Recital.

By Elocution and Physical Culture Departments.

June 2d, 1900.

PROGRAM.

PART I.

1. STUDIES IN STRENGTH AND GRACE Class A, Physical Culture
Leaders—Misses Porter and Biscoe.
2. OVERTURE—to Masaniello Auber
Orchestra.
3. READING—"A Judith of '64" Cavanaugh
Miss Lois Sykes.
4. READING—"Doom of Claudius and Cynthia" Thompson
Miss Eugenia Townsend.
5. STUDIES WITH SWORD
Miss Moss.
6. READING—"Jack, the Fisherman" E. S. Phelps
Miss Aimée Reed.
7. READING—"A Peculiar Attack" Pall Mall Magazine
Miss Mary Mills.
8. (a) FAIRY DANCE—(Midsummer Night's Dream) . . . Mendelssohn
Misses Phelps, Reynolds, Braswell, Allen.
(b) MORRIS DANCES—(Henry VIII) E. German
Orchestra.

PART II.

- JULIUS CÆSAR Udner stage direction of Miss Townsend

Commencement Concert.

June 5th, 1900.

PROGRAM.

PART I.

OVERTURE to "Coriolan" Beethoven
 Piano I—Misses Cornelia Allen and Frances Girard.
 Piano II—Misses Sadie Horner and Mary Pleasants,
 and Orchestra.

PIANO SOLOS—(a) Butterfly Grieg
 (b) Mazurka Godard
 Miss Mary Dill.

CHORUS—Spring Song Chadwick
 Choral Class.

PIANO DUO—Grand Caprice Hongrois Ketterer
 Piano I—Miss Ethel Lipscomb.
 Piano II—Miss Mabel McLaughlin.

VOCAL SOLO—Divine Redeemer Gounod
 Miss Marie Estes.

(Violin obl., Miss Kathryn Goodell; Piano, Miss Kate Thorpe;
 Organ, Miss Mabel Sims.)

PIANO SOLO—Valse de Juliette (Romeo et Juliette) Gounod-Raff
 Miss Annie Myrtle Seago.

ORGAN SOLOS—(a) Offertory on Christmas Hymns Guilmant
 (b) Fanfare Lemmens
 Miss Mabel Sims.

ORCHESTRA—Romance Svendsen
 Solo Violin, Miss Rosa Cocke.

PIANO SOLO—Polka de la Reine Raff
 Miss Mary Reeves.

VOCAL DUETS—(a) I Would That My Love }
 (b) The May-bell and the Flowers } . . . Mendelssohn
 Misses Mildred Willingham and Ina Hodges.

ORGAN SOLO—Grand Chorus Dubois
 Miss Daisy Estes.

PIANO SOLOS—(a) Arlequine Chaminade
 (b) Liebestraum, No. 3 Liszt
 Miss Edwina Edens.

CHORUS—Cheerfulness Gumbert
 Choral Class.

ORCHESTRA—Concerto No. 8 (first movement) Rode
 Solo Violin, Miss Edith Lynnwood Winn.

The Final Day.

June 6th, 1900.

PROGRAM.

HYMN—"Holy, Holy, Holy" John B. Dykes

Prayer.

Delivery of Department Diplomas.

OVERTURE—"Midsummer Night's Dream" Mendelssohn

Piano I. Misses Coker and Wootters.

Piano II. Misses Gathright and Garrison
and Orchestra.

ADDRESS TO THE SCHOOL Hon. A. J. Montague, of Richmond

PIANO SOLO—Faust Valse Gounod-Jael
Miss Mabel Sims, Virginia (Medalist)

READING OF MEDAL ESSAY Miss Ella Furman, Texas

Delivery of Medals.

CHORUS—"Christ is Risen" Hammerel
(By Request.)

Miss Edith Mallory and Choral Class.

CONFERRING OF DEGREES Supt. Charles L. Cocke

I. Special Degrees.

II. The Full Degree.

FINALE FROM SUITE FOR ORGAN AND STRINGS Rheinberger
Miss Sims and Orchestra.

Special Notice to Southern Girls.

As many young ladies from the Southern States attend this Institute, one or more of its officers is annually deputed to take charge of them *en route*. Due notice of the movements of the officer will be given through the press or by letter. Young ladies from States along the lines of travel, when application is made in due time, will be informed by letter on what day and at what hour the train will pass prominent points, so that they may be able to join the party.

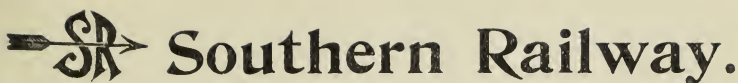
The route from Houston, Texas, will be via New Orleans, over the Southern Pacific, Southern, and Norfolk and Western Railways.

The route from Fort Worth will be via Cotton Belt, Memphis and Charleston, Southern, and Norfolk and Western.

A circular letter will be issued and sent to all patrons before the opening of the school.

For pupils from Kentucky, Ohio, and other States, West and Northwest, the best and most direct route is via Columbus, Ohio, Chillicothe, Ohio, or Kenova, W. Va., at which points they can connect with the Norfolk and Western Railway and come to Hollins without change.

Agents.—This school has always looked with disfavor upon the agency system of inducing the attendance of pupils. This system often places girls in schools which their friends would wholly disapprove were they fully informed of the social and moral influences which work in them, to say nothing of their facilities and standards. We regard the education of girls as too delicate and important a matter to be placed on a commercial basis. A father may, on false representation, purchase inferior goods and suffer temporary loss, but when he places his daughter under influences which give an impress to her character he may inflict a wrong which neither time nor effort can remove. From these considerations, we do not encourage the agency system, but would request those who desire information in addition to what is given in our publications to write for references. Prominent parties in all the Southern States know from observation and experience the character and standards of this Institute.



GREATEST SOUTHERN SYSTEM.

BEFORE CONCLUDING ARRANGEMENTS

TO GO TO COLLEGE,

Parents or guardians should confer with or write to the nearest Southern Railway representative in regard to rates, Pullman accommodations, etc.

THE SOUTHERN RAILWAY operates THREE FAST LIMITED TRAINS, Pullman cars, and dining-car service, from principal commercial centres in the South and Southwest to Washington, D. C., and New York, thus offering unparalleled accommodations and comforts for students to reach the various points where schools and colleges are located in Virginia and the Carolinas.

SPECIAL ATTENTION IS PAID TO YOUNG LADIES TRAVELING WITH OR WITHOUT ESCORTS.

S. H. HARDWICK, A. G. P. A., Atlanta, Ga.
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